



~~2022 Diversified Agriculture Environment Core~~

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~~The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.~~

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Standards

Standards and alignment crosswalks are referenced in the appendix. Depending on the curriculum, these crosswalks should identify alignment to the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which could be integrated into the content of the units. Mississippi's CTE the diversified agriculture environment core curriculum is aligned to the following standards:

National Agriculture, Food, and Natural Resources (AFNR) Career Cluster Content Standards

The National AFNR Career Cluster Content Standards were developed by the National Council on Agricultural Education to serve as a guide for what students should know or be able to do through a study of agriculture in Grades 9–12 and two-year postsecondary programs. The standards were extensively researched and reviewed by leaders in the agricultural industry, secondary and postsecondary instructors, and university specialists. The standards consist of a pathway content standard for each of the eight career pathways. For each content standard, performance elements representing major topic areas with accompanying performance indicators were developed. Measurements of assessment of the performance elements and performance indicators were developed at the basic, intermediate, and advanced levels. The National AFNR Career Cluster Content Standards are copyrighted by the National Council for Agricultural Education and used with permission:

thecouncil.ffa.org/afnr

International Society for Technology in Education Standards (ISTE)

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iste.org

College and Career Ready Standards

College and career readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College and Career Readiness Standards (MCCRS) to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.

mdek12.org/oae/college-and-career-readiness-standards

Framework for 21st Century Learning

In defining 21st-century learning, the Partnership for 21st-Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills. *21 Framework Definitions* (2019).

battelleforkids.org/networks/p21/frameworks-resources

Preface

Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Strengthening Career and Technical Education for the 21st Century Act, 2019 [Perkins V]; and Every Student Succeeds Act, 2015).

Mississippi Teacher Professional Resources

The following are resources for Mississippi teachers:

Curriculum, Assessment, Professional Learning

Program resources can be found at the RCU's website, rcu.msstate.edu.

Learning Management System: An Online Resource

Learning management system information can be found at the RCU's website, under Professional Learning.

Should you need additional instructions, call the RCU at 662.325.2510.

Executive Summary

Pathway Description

The diversified agriculture environment core curriculum is a one Carnegie Unit course within the four-credit diversified agriculture pathway. All students must complete the principles of agriscience course before being allowed to enroll in the environment core course. Emphasis in this pathway is centered around the impact that environmental factors have on agricultural production, as well as the effect of agricultural production on natural resources. The course provides an opportunity for students to go in-depth regarding the science of the environment and how agriculturalists should keep natural resources use, conservation, preservation, and sustainability at the forefront of their practice.

College, Career, and Certifications

No national industry-recognized certifications are known to exist at this time in the field of environmental and natural resources. Competencies and suggested performance indicators in this course have been correlated, however, to the AFNR Career Cluster Content Standards that have been reviewed and endorsed at the national level by the National Council on Agricultural Education.

Grade Level and Class Size Recommendations

It is recommended that students enter this program as 10th graders. Exceptions to this are a district-level decision based on class size, enrollment numbers, and student maturity. A maximum of 25 students is recommended for classroom-based courses, while a maximum of 15 students is recommended for lab-based courses.

Student Prerequisites

For students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
 2. C or higher in high school-level math (last course taken or the instructor can specify the level of math instruction needed)
 3. Instructor approval and TABE reading score (eighth grade or higher)
- or**
1. TABE reading and math score (eighth grade or higher)
 2. Instructor approval
- or**
1. Instructor approval

Assessment

The latest assessment blueprint for the curriculum can be found at reu.msstate.edu/curriculum/curriculumdownload.

Applied Academic Credit

The latest academic credit information can be found at mdek12.org/ese/approved-course-for-the-secondary-schools.

Teacher Licensure

The latest teacher licensure information can be found at mdek12.org/oel/apply-for-an-educator-license.

Professional Learning

If you have specific questions about the content of any of the training sessions provided, please contact the RCU at 662.325.2510.

Course Outlines

This curriculum consists of one 1-credit course.

Diversified Agriculture Environment Core—Course Code: 993424

Unit	Title	Hours
1	Leadership and SAE for All	10
2	Application of Ecology to the Environment	25
3	The Effects of Weather and Climate	15
4	Soil, Land, and Mapping	25
5	Water Quality Management	25
6	Forest Management	20
7	Wildlife Management	20
Total		140

Career Pathway Outlook

Overview

The agricultural sciences career cluster covers the broad field of occupations related to the production and use of plants and animals for food, fiber, aesthetic, and environmental purposes. According to the U.S. Department of Agriculture (USDA), through 2025, 59,400 jobs are expected to open in food, agriculture, renewable natural resources, or the environment for graduates with bachelor's or higher degrees in those areas. Almost half of those jobs will be in management and business at 42%; 31% in science, technology, engineering, and math (STEM) in agriculture; 13% in sustainable food and biomaterials production; and 14% in education, communication, and government services. According to the USDA, agriculture, food, and related industries contributed \$1.1 trillion to the U.S. gross domestic product (GDP) in 2019. The Mississippi Department of Agriculture and Commerce (MDAC) reports that agriculture is Mississippi's number one industry at \$7.4 billion and employing approximately 17.4% of the state's workforce.

Diversified agriculture will target careers at the professional and technical levels in agriculture. Students enrolled in these courses should be better prepared to pursue degrees at the community college and four-year college levels.

Needs of the Future Workforce

Data for this synopsis were compiled from the Mississippi Department of Employment Security (2016). Employment opportunities for each of the occupations are listed below:

Table 1.1: Current and Projected Occupation Report

Description	Jobs, 2016	Projected Jobs, 2026	Change (Number)	Change (Percent)	Average Yearly Earnings, 2020
Agricultural and Food Science Technicians	260	270	10	3.9%	\$39,270
Agricultural Sciences Teachers, Postsecondary	150	160	10	6.7%	\$93,260
Animal Trainers	100	110	10	10%	\$23,120
Career/Technical Education Teachers, Middle School	320	350	30	9.4%	\$47,270
Career/Technical Education Teachers, Secondary School	1220	1310	90	7.4%	\$50,370
Conservation Scientists	700	730	30	4.3%	\$54,950
Environmental Engineers	410	420	10	2.4%	\$75,940
Environmental Engineering Technicians	160	170	10	6.3%	\$46,790

Environmental Scientists and Specialists, Including Health	620	670	50	8.1%	\$64,460
Environmental Science and Protection Technicians, Including Health	420	460	40	9.5%	\$38,780
Farm and Home Management Advisors	290	300	10	3.2%	\$38,650
Logging Equipment Operators	1,680	1,740	60	3.6%	\$41,840
Landscaping and Groundskeeping Workers	6,000	6,620	620	10.3%	\$25,630
Nonfarm Animal Caretakers	1,520	1,780	260	17.1%	\$24,030
Soil and Plant Scientists	110	110	0	0%	\$92,250
Farmers, Ranchers, and Other Agricultural Managers	1,790	1,840	20	2.8%	\$55,830
First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	980	1,090	110	11.2%	\$40,270
First-Line Supervisors/Managers of Farming, Fishing, and Forestry Workers	940	990	50	5.3%	\$54,550
Fish and Game Wardens	40	40	0	0%	\$46,610
Foresters	190	200	10	5.3%	\$52,660
Surveyors	450	470	20	4.4%	\$48,600
Surveying and Mapping Technicians	530	550	20	3.8%	\$39,840
Tree Trimmers and Pruners	270	300	30	11.1%	\$44,920
Veterinarians	490	540	50	10.2%	\$81,950
Veterinary Assistants and Laboratory Animal Caretakers	970	1,090	120	12.4%	\$26,150
Veterinary Technologists and Technicians	570	630	60	10.5%	\$35,890
Zoologists and Wildlife Biologists	260	270	10	3.9%	\$70,200

Source: Mississippi Department of Employment Security; mdes.ms.gov (2021).

Perkins V Requirements and Academic Infusion

The diversified agriculture environment core curriculum meets Perkins V requirements of introducing students to and preparing them for high-skill, high-wage occupations in agricultural fields. It also offers students a program of study, including secondary, postsecondary, and institutions of higher learning courses, that will further prepare them for careers in agriculture. Additionally, this curriculum is integrated with academic college and career readiness standards. Lastly, it focuses on ongoing and meaningful professional development for teachers as well as relationships with industry.

Transition to Postsecondary Education

The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board website, mccb.edu.

Best Practices

Innovative Instructional Technologies

Classrooms should be equipped with tools that will teach today's digital learners through applicable and modern practices. The diversified agriculture educator's goal should be to include teaching strategies that incorporate current technology. To make use of the latest online communication tools—wikis, blogs, podcasts, and social media platforms, for example—the classroom teacher is encouraged to use a learning management system that introduces students to education in an online environment and places more of the responsibility of learning on the student.

Differentiated Instruction

Students learn in a variety of ways, and numerous factors—students' background, emotional health, and circumstances, for example—create unique learners. By providing various teaching and assessment strategies, students with various learning preferences can have more opportunity to succeed.

CTE Student Organizations

Teachers should investigate opportunities to sponsor a student organization. The National FFA Organization is the student organization for this pathway and will foster the types of learning expected from the diversified agriculture curricula. FFA provides students with growth opportunities and competitive events and opens the doors to the world of agriculture and scholarship opportunities.

Cooperative Learning

Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. The diversified agriculture curricula provide opportunities for students to work together and help each other complete complex tasks. There are many field experiences within the curriculum that will allow and encourage collaboration with professionals currently in the agriscience field.

Work-Based Learning

Work-based learning is an extension of understanding competencies taught in the diversified agriculture classroom. This curriculum is designed in a way that necessitates active involvement by the students in the community around them and the global environment. These real-world connections and applications link to all types of students to knowledge, skills, and professional dispositions. Work-based learning should encompass ongoing and increasingly more complex involvement with local companies and agriscience professionals. Thus, supervised collaboration and immersion into the agriculture industry around the students are keys to students' success, knowledge, and skills development.

Professional Organizations

American Association for Agricultural Education (AAAAE)
aaaonline.org

Association for Career and Technical Education (ACTE)
acteonline.org

Mississippi ACTE
mississippiacte.com

Mississippi FFA/ Mississippi Association of Vocational Agriculture Teachers (MAVAT)
mississippiffa.org

National FFA Organization
ffa.org

National Association of Agricultural Educators (NAAE)
naae.org

Using This Document

Competencies and Suggested Objectives

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

Teacher Resources

Teacher resources for this curriculum may be found in multiple places. Many program areas have teacher resource documents that accompany the curriculum and can be downloaded from the same site as the curriculum. The teacher resource document contains references, lesson ideas, websites, teaching and assessment strategies, scenarios, skills to master, and other resources divided by unit. This document could be updated periodically by RCU staff. Please check the entire document, including the entries for each unit, regularly for new information. If you have something you would like to add or have a question about the document, call or email the RCU's instructional design specialist for your program. The teacher resource document can be downloaded at reu.msstate.edu/curriculum/curriculumdownload.aspx. All teachers should request to be added to the Canvas Resource Guide for their course. This is where all resources will be housed in the future if they are not already. To be added to the guide, send a Help Desk ticket to the RCU by emailing helpdesk@reu.msstate.edu.

Perkins V Quality Indicators and Enrichment Material

Some of the units may include an enrichment section at the end. If the environment core program is currently using the Mississippi Career Planning and Assessment System (MS-CPAS) as a measure of accountability, the enrichment section of material will not be tested. If this is the case, it is suggested to use the enrichment material when needed or desired by the teacher and if time allows in the class. This material will greatly enhance the learning experiences for students. If, however, the environment core program is using a national certification, work-based learning, or other measure of accountability that aligns with Perkins V as a quality indicator, this material could very well be tested on that quality indicator. It is the responsibility of the teacher to ensure all competencies for the selected quality indicator are covered throughout the year.

Unit 1: Leadership and SAE for All

Competencies and Suggested Objectives
<ol style="list-style-type: none"> 1. Apply general safety precautions for the laboratory and field. ^{DOK2} <ol style="list-style-type: none"> a. Demonstrate procedures for working in and maintaining a safe, orderly workplace. b. Demonstrate personal safety and behavioral requirements for the laboratory and field. c. Identify common hazards found in laboratory and field work and practice procedures to prevent injury. d. Review information about hazardous materials on a safety data sheet (SDS).
<ol style="list-style-type: none"> 2. Participate in local, state, and/or national FFA activities that provide opportunities for leadership development and career exploration. ^{DOK3} <ol style="list-style-type: none"> a. Actively participate in FFA activities. <ul style="list-style-type: none"> • Leadership Development Events (LDE) • Career Development Events (CDE) <ul style="list-style-type: none"> ○ Environmental and Natural Resources ○ Forestry ○ Land Evaluation • Leadership retreats or conferences • Industry-related seminars, workshops, or conferences • Envirothon • Other related FFA activities
<ol style="list-style-type: none"> 3. Identify potential college and career opportunities in environmental and natural resources. ^{DOK2} <ol style="list-style-type: none"> a. Research postsecondary institutions that offer studies in environmental and natural resources or a related field and prepare a two- to three-minute speech on their programs and potential career choices. b. Complete applications for college admission and scholarships. c. Revise a personal résumé for the purpose of applying for a specific job. d. Complete a job application for employment. e. Participate in a mock or real interview.
<ol style="list-style-type: none"> 4. Review the types of programs under Supervised Agricultural Experience (SAE) for All. ^{DOK4} <ol style="list-style-type: none"> a. Explore concepts of a Foundational SAE. <ul style="list-style-type: none"> • Career exploration and planning • Employability skills for college and career readiness • Personal financial management and planning • Workplace safety • Agricultural literacy b. Explore concepts of an Immersion SAE. <ul style="list-style-type: none"> • Placement/internship

<ul style="list-style-type: none"> • Ownership/entrepreneurship • Research <ul style="list-style-type: none"> ○ Experimental ○ Analytical ○ Invention • School-based enterprise • Service learning
<p>5. Review individual plans for student Foundational SAE programs. ^{DOK-2}</p> <ul style="list-style-type: none"> a. Assess goal attainment in SAE from the previous year. b. Review and update short- and long-range goals pertaining to the SAE program.
<p>6. Develop an Immersion SAE and maintain agricultural records. ^{DOK-2}</p> <ul style="list-style-type: none"> a. Redefine and adjust requirements of agreements between the student, parents, supervisor, and/or employer. b. Utilize an electronic/computer-based system of record-keeping. c. Update SAE records. <ul style="list-style-type: none"> • SAE program goals • Student inventory related to the SAE program • Expense records • Income/gift and scholarship records • Skill attainment records • Leadership activity records and participation in FFA activities • Community service hours d. Complete degree and proficiency award applications as they apply to the SAE.

Unit 2: Application of Ecology to the Environment

Competencies and Suggested Objectives:

1. Identify ecological diversity in local agricultural and wildlife ecosystems. ^{DOK2}
 - a. Distinguish between terrestrial and aquatic biomes and give examples of each.
 - b. Explain the importance of environmental stability in the survival of organisms.
 - c. Describe how an environmental community is organized and structured.
2. Distinguish between terrestrial and aquatic biomes. ^{DOK2}
 - a. Compare the characteristics of the various types of aquatic and terrestrial biomes.
 - b. Classify the components of a habitat for wildlife organisms.
 - c. Select a wildlife species to research and create a model habitat for that organism, including its place in a food web and other biotic and abiotic factors necessary for survival.
3. Compare and contrast the impact of current trends on the regulation of environmental service systems, such as climate change, population growth, and international trade. ^{DOK3}
4. Analyze issues that affect the global environment. ^{DOK3}
 - a. Examine trends and factors influencing population changes.
 - b. Investigate the demands of the human population on the environment and how these relate to agriculture.
 - c. Investigate the causes and effects of landscape degradation and defacement on the environment.
 - d. Evaluate the causes and effects of acid rain deposition on the environment.
 - e. Evaluate the causes and effects of tropical rain forest destruction on the environment.
 - f. Evaluate the causes and effects of greenhouse gases on the environment.
 - g. Explain the role of forecasting in the environment.
 - h. Design and implement a plan for improving and maintaining environmental quality in the local area.

Unit 3: The Effects of Weather and Climate

Competencies and Suggested Objectives
1. Explain how the weather and climate affect the agricultural environment. ^{DOK2} a. Distinguish the difference between climate and weather. b. Discuss how the movement of the earth affects weather fronts, clouds, seasons, and storms. c. Read and interpret weather measurements and maps.
2. Describe how weather elements are measured and recorded. ^{DOK2} a. Measure atmospheric temperature. b. Convert temperature measurements between Celsius and Fahrenheit. c. Explain atmospheric pressure and how it is measured using a barometer. d. Discuss how pressure systems and air masses affect wind speed.

Unit 4: Soil, Land, and Mapping

Competencies and Suggested Objectives

1. Investigate the physical components of soil and how they affect soil use. ^{DOK2}
 - a. Explain how the soil structure and texture affects the availability of water in the soil.
 - b. Assess the color of soil using the Munsell system of color notation.
 - c. Use color labeling of soil to draw conclusions regarding the suitability of soil for various uses in agriculture and the environment.
 - d. Assess the highest productive land use by evaluating soil and land characteristics.
 - e. Determine the texture of a soil by using the feel test.
 - f. Determine the slope classification of a marked area of land.
 - g. Assess the structure of a soil in a soil profile and explain how the structure affects permeability.
 - h. Select a land capability class of a designated land area based upon its identified soil features and its highest productive use.
2. Demonstrate proficiency in land surveying, measurement, and mapping. ^{DOK2}
 - a. Identify common map symbols.
 - b. Explain how to interpret a legal land description.
 - c. Use a hand compass and pacing to determine the property lines of a marked area with compass readings (within 2 degrees) and distance (within 2 ft) properly recorded from point to point (use Azimuth readings).
 - d. Interpret a United States Geological Survey topographic map by recognizing topographic map symbols.
3. Explain proper soil management. ^{DOK2}
 - a. Identify soil degradation and how it occurs.
 - b. Explain the importance of soil conservation and relate conservation to best management practices.
 - c. Use identified soil features according to the land judging manual to recommend land treatments to assessed areas.
 - d. Describe how soil erosion impacts the water in streams, lakes, and oceans.
 - e. Identify tillage practices that promote and prevent soil erosion.
 - Conservation tillage
 - Contour farming
 - Terraces
 - f. Discuss the importance of protecting the soil from degradation.
 - g. Investigate the role of government agencies concerned with soil conservation.
 - Environmental Protection Agency (EPA)
 - Natural Resources Conservation Service (NRCS)
 - U.S. Army Corps of Engineers

Unit 5: Water Quality Management

Competencies and Suggested Objectives	
1. Explain the importance of managing water quality in the environment. ^{DOK1}	<ul style="list-style-type: none"> a. Describe water quality and why it is important. b. Explain the biological characteristics of water. c. Discuss the sensitivity of organisms to water quality. d. Explain the difference between surface water and ground water.
2. Describe the hydrologic cycle and how it is influenced by the environment. ^{DOK2}	<ul style="list-style-type: none"> a. Diagram and describe the water cycle. b. Compare natural water bodies of flowing and nonflowing sources. <ul style="list-style-type: none"> • Flowing (e.g., streams, rivers, creeks, brooks, canals) • Nonflowing (e.g., oceans, lakes, ponds, reservoirs, sloughs, marshes, estuaries) c. Assess the structure of a local stream or body of water and construct a food web diagram of an ecosystem that exists within the body of water. d. Discuss the major functions and importance of watersheds. e. Delineate a watershed on a topographic map.
3. Research and summarize methods used to determine water quality. ^{DOK2}	<ul style="list-style-type: none"> a. Discuss how pollution affects water quality. b. Differentiate between point and nonpoint sources of pollution. c. Identify common causes of water pollution and their sources. <ul style="list-style-type: none"> • Sediment and suspended particles • Pathogens • Organic waste • Inorganic waste • Inorganic substances • Organic chemicals • Thermal pollution d. Explain how pond water quality and balance is influenced by the fish population.
4. Describe how water is managed and how wastewater is treated to maintain water quality. ^{DOK2}	<ul style="list-style-type: none"> a. Describe and analyze the qualities of potable water. <ul style="list-style-type: none"> • Odor • Taste • Color • pH • Alkalinity • Hardness • Turbidity • Heavy metal content • Chemical and pesticide residue • Coliform bacterial count b. Identify and describe the types and sources of wastewater. <ul style="list-style-type: none"> • Types of wastewater (i.e., spent, domestic, and sewage)

- Sources of wastewater (e.g., homes and businesses, manufacturing, farms, storm water, storm sewers, etc.)
- e. Identify and describe hazards that may be present in water.
 - Infectious agents
 - Toxic wastes
 - Organic matter
 - Temperature
- d. Describe the treatment process in a municipal wastewater system.
 - Collection
 - Preliminary treatment
 - Primary treatment
 - Secondary treatment
 - Advanced treatment
 - Disposal of residue

Unit 6: Forest Management

Competencies and Suggested Objectives	
1. Describe the importance of forests and forest management to our environment and economy. ^{DOK2}	<ul style="list-style-type: none"> a. Explain the importance of forestry to our nation. b. Investigate the role of government agencies concerned with forestry, including the Mississippi Forestry Commission and the U.S. Forestry Service. c. Describe the relationships between forests and other natural resources, such as the water cycle, wildlife habitats, and other areas of ecology. d. Compare types of forest regions based upon their location and/or climate. e. Describe the products we obtain from forests and the primary wood industries.
2. Determine how trees are classified and identified. ^{DOK3}	<ul style="list-style-type: none"> a. Compare and contrast hardwood and softwood trees. b. Construct a model, drawing, or illustration showing how a tree grows. c. Explain how trees reproduce by seed reproduction or vegetative reproduction. d. Collect the leaves, twigs, bark, and/or fruit of local trees and identify the genus, species, and common name. <ul style="list-style-type: none"> • Southern red oak • Loblolly pine • Water oak • Bald cypress • Southern magnolia • Eastern red cedar • Hickory • Post oak • Shortleaf pine
3. Apply silviculture practices to managing trees. ^{DOK2}	<ul style="list-style-type: none"> a. Explore harvesting methods to improve the growing conditions of trees. <ul style="list-style-type: none"> • Fertilization • Undergrowth removal • Selective cutting • Sanitation cuttings • Liberation cuttings • Thinning • Intermediate cuttings b. Explain methods of reforestation. <ul style="list-style-type: none"> • Natural reforestation • Artificial reforestation c. Discuss fire influence on forest management. <ul style="list-style-type: none"> • Controlled/prescribed burning • Weather influence on fire behavior • Drought • Wind speed

4. ~~Explain the parts of a management plan for a locally identified stand of trees.~~ ^{DOK2}
- a. ~~Identify tools used in forestry.~~
- ~~Tree scale stick~~
 - ~~Dibble bar~~
 - ~~Tree diameter tape~~
 - ~~Increment borer~~
 - ~~Clinometer~~
 - ~~Altimeter~~
 - ~~Bark gauge~~
 - ~~Fire swatter~~
 - ~~Compass~~
 - ~~Densiometer~~
 - ~~Measuring tape~~
- b. ~~Analyze the growth rate and age of trees by examining the annual rings and accounting for variations in growth rate due to environmental factors.~~
- c. ~~Demonstrate how to measure the diameter of a tree using various measurement methods.~~
- d. ~~Demonstrate how to measure the merchantable height of a tree.~~
- e. ~~Discuss why it is important to monitor the age, size, and growth rate of trees.~~
- f. ~~Determine the board foot volume of a stand of trees (i.e., sawtimber estimation).~~
- g. ~~Determine the cord volume of a stand of trees (i.e., pulpwood estimation).~~

Unit 7: Wildlife Management

Competencies and Suggested Objectives

1. ~~Explain the basic principles of plant and animal wildlife conservation and preservation, focusing on habitat, hunting regulations, artificial restocking, and game refuges.~~ ^{DOK2}
 - a. ~~Describe the components of a habitat.~~
 - b. ~~Explain the various relationships found within an ecosystem.~~
 - c. ~~Describe the factors of population ecology and how they affect the survival of a species.~~
 - ~~Attributes of population~~
 - ~~Population growth~~
 - ~~Competition~~
 - ~~Predation~~
 - d. ~~Explain how a food chain and food web works.~~ ^{DOK2}
 - e. ~~Describe the feeding groups in a food chain and food web and cite specific examples of organisms that fit into each group.~~
 - f. ~~Describe the needs and practices in conservation, preservation, and management of wildlife.~~
 - ~~Game laws~~
 - ~~Hunting seasons and limits~~
 - ~~Habitat improvement programs~~
 - g. ~~Assess the impact of artificial restocking of wildlife in natural habitats.~~
 - h. ~~Investigate the history and purpose of wild game refuges.~~
 - i. ~~Investigate the role of government agencies concerned with wildlife conservation.~~
 - ~~Mississippi Department of Wildlife, Fisheries, and Parks~~
2. ~~Examine the relationship between wildlife well-being and environmental quality.~~ ^{DOK3}
 - a. ~~Identify the wildlife species found in the local area and classify as terrestrial or aquatic.~~
 - b. ~~Assess qualities of a local wildlife habitat for a given species.~~
 - ~~Food~~
 - ~~Water~~
 - ~~Shelter~~
 - ~~Space~~
 - ~~Range~~
 - c. ~~Investigate the importance of wildlife to the environment and human well-being.~~
 - ~~Food~~
 - ~~Clothing~~
 - ~~Ornamentation~~
 - ~~Medicine~~
 - ~~Recreation~~
 - d. ~~Identify components of wildlife management practices.~~
 - ~~Harvesting (i.e., increasing or decreasing)~~
 - ~~Forestry management techniques~~

- ~~Establishing grasses/forbs~~
- ~~Leaving grain unharvested~~
- ~~Nesting structures~~
- ~~Plant/manage food plots~~
- ~~Plant trees/shrubs~~
- ~~Construct ponds~~
- ~~Tillage management~~
- ~~Water control structures~~
- ~~Water development~~

e. ~~Recommend procedures for improving habitat management for specific Mississippi wildlife.~~

- ~~Rabbits~~
- ~~Whitetail deer~~
- ~~Wood ducks~~
- ~~Quail~~
- ~~Largemouth bass~~
- ~~Dove~~
- ~~Wild turkey~~

3. ~~Identify and illustrate the impact of agricultural pests and pest control measures on the environment.~~ ^{DOK2}

- a. ~~Analyze the economic impact of agricultural pests, such as wild hogs, on the environment.~~
- b. ~~Relate methods of controlling agricultural pests to the impact on the environment, including integrated pest management.~~
 - ~~Biological~~
 - ~~Chemical~~
 - ~~Regulatory~~
 - ~~Mechanical~~
 - ~~Physical~~
 - ~~Cultural~~

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Leadership and SAE for All		
	1.	Apply general safety precautions for the laboratory and field.
	2.	Participate in local, state, and/or national FFA activities that provide opportunities for leadership development and career exploration.
	3.	Identify potential college and career opportunities in agribusiness.
	4.	Review the types of programs under SAE for All.
	5.	Review individual plans for student Foundational SAE programs.
	6.	Develop an Immersion SAE and maintain agricultural records.
Unit 2: Application of Ecology to the Environment		
	1.	Identify ecological diversity in local agricultural and wildlife ecosystems.
	2.	Distinguish between terrestrial and aquatic biomes.
	3.	Compare and contrast the impact of current trends on the regulation of environmental service systems, such as climate change, population growth, and international trade.
	4.	Analyze issues that affect the global environment.
Unit 3: The Effects of Weather and Climate		
	1.	Explain how the weather and climate affect the agricultural environment.
	2.	Describe how weather elements are measured and recorded.
Unit 4: Soil, Land, and Mapping		
	1.	Investigate the physical components of soil and how they affect soil use.
	2.	Demonstrate proficiency in land surveying, measurement, and mapping.
	3.	Explain proper soil management.
Unit 5: Water Quality Management		
	1.	Explain the importance of managing water quality in the environment.
	2.	Describe the hydrologic cycle and how it is influenced by the environment.
	3.	Research and summarize methods used to determine water quality.
	4.	Describe how water is managed and how wastewater is treated to maintain water quality.

Unit 6: Forest Management		
	1.	Describe the importance of forests and forest management to our environment and economy.
	2.	Determine how trees are classified and identified.
	3.	Apply silviculture practices to managing trees.
	4.	Explain the parts of a management plan for a locally identified stand of trees.
Unit 7: Wildlife Management		
	1.	Explain the basic principles of plant and animal wildlife conservation and preservation, focusing on habitat, hunting regulations, artificial restocking, and game refuges.
	2.	Examine the relationship between wildlife well-being and environmental quality.
	3.	Identify and illustrate the impact of agricultural pests and pest control measures on the environment.

Appendix: Industry Standards

Framework for AFNR Content Standards and Performance Elements Crosswalk for Diversified Agriculture Environment Core

-	Unit	1	2	3	4	5	6	7
AFNR	-	-	-	-	-	-	-	-
ABS—Agribusiness Systems	-	X	-	-	-	-	-	-
AS—Animal Systems	-	-	-	-	-	-	-	X
BS—Biotechnology	-	-	-	-	-	-	-	-
CRP—Career Ready Practices	-	X	X	X	X	X	X	X
CS—AFNR Cluster Skill	-	X	X		X	X	X	X
ES—Environmental Service Systems	-	X	X	X	X	X	X	X
FPP—Food Products and Processing Systems	-	-	-	-	-	-	-	-
NRS—Natural Resource Systems	-	X	X	X	X	X	X	X
PS—Plant Systems	-			-	-	-	X	-
PST—Power, Structural, and Technical Systems	-							

AFNR Pathway Content Standards and Performance Elements

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~~ABS—AGRIBUSINESS SYSTEMS~~

~~AS—ANIMAL SYSTEMS~~

~~BS—BIOTECHNOLOGY~~

~~CRP—CAREER READY PRACTICES~~

~~CS—AGRICULTURE FOOD AND NATURAL RESOURCES CLUSTER SKILL~~

~~ES—ENVIRONMENTAL SERVICE SYSTEMS~~

~~FPP—FOOD PRODUCTS AND PROCESSING SYSTEMS~~

~~NRS—NATURAL RESOURCE SYSTEMS~~

~~PS—PLANT SYSTEMS~~

~~PST—POWER, STRUCTURAL, AND TECHNICAL SYSTEMS~~

~~Agribusiness Systems Career Pathway Content Standards~~

~~The Agribusiness Systems (ABS) Career Pathway encompasses the study of agribusinesses and their management including, but not limited to, record keeping, budget management (cash and credit), and business planning, and sales and marketing. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the planning, development, application and management of agribusiness systems in AFNR settings.~~

~~Within each pathway, the standards are organized as follows:~~

- ~~● **Common Career Technical Core (CCTC) Standards**—These are the standards for Agribusiness Systems (AG-ABS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.~~
- ~~● **Performance Indicators**—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.~~

~~**ABS.01. CCTC Standard:** Apply management planning principles in AFNR businesses.~~

~~**ABS.01.01. Performance Indicator:** Apply micro and macroeconomic principles to plan and manage inputs and outputs in an AFNR business.~~

~~**ABS.01.02. Performance Indicator:** Read, interpret, evaluate and write statements of purpose to guide business goals, objectives and resource allocation.~~

~~**ABS.01.03. Performance Indicator:** Devise and apply management skills to organize and run an AFNR business in an efficient, legal and ethical manner.~~

~~**ABS.01.04. Performance Indicator:** Evaluate, develop and implement procedures used to recruit, train and retain productive human resources for AFNR businesses.~~

~~**ABS.02. CCTC Standard:** Use record keeping to accomplish AFNR business objectives, manage budgets and comply with laws and regulations.~~

~~**ABS.02.01. Performance Indicator:** Apply fundamental accounting principles, systems, tools and applicable laws and regulations to record, track and audit AFNR business transactions (e.g., accounts, debits, credits, assets, liabilities, equity, etc.).~~

~~**ABS.02.02. Performance Indicator:** Assemble, interpret and analyze financial information and reports to monitor AFNR business performance and support decision-making (e.g., income statements, balance sheets, cash-flow analysis, inventory reports, break-even analysis, return on investment, taxes, etc.).~~

~~**ABS.03. CCTC Standard:** Manage cash budgets, credit budgets and credit for an AFNR business using generally accepted accounting principles.~~

~~**ABS.03.01. Performance Indicator:** Develop, assess and manage cash budgets to achieve AFNR business goals.~~

~~**ABS.03.02. Performance Indicator:** Analyze credit needs and manage credit budgets to achieve AFNR business goals.~~

~~**ABS.04. CCTC Standard:** Develop a business plan for an AFNR business.~~

~~**ABS.04.01. Performance Indicator:** Analyze characteristics and planning requirements associated with developing business plans for different types of AFNR businesses.~~

~~**ABS.04.02. Performance Indicator:** Develop production and operational plans for an AFNR business.~~

~~**ABS.04.03. Performance Indicator:** Identify and apply strategies to manage or mitigate risk.~~

~~**ABS.05. CCTC Standard:** Use sales and marketing principles to accomplish AFNR business objectives.~~

~~**ABS.05.01. Performance Indicator:** Analyze the role of markets, trade, competition and price in relation to an AFNR business sales and marketing plans.~~

~~**ABS.05.02. Performance Indicator:** Assess and apply sales principles and skills to accomplish AFNR business objectives.~~

~~**ABS.05.03. Performance Indicator:** Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.~~

Animal Systems Career Pathway Content Standards

The Animal Systems (AS) Career Pathway encompasses the study of animal systems, including content areas such as life processes, health, nutrition, genetics, and management and processing, as applied to small animals, aquaculture, exotic animals, livestock, dairy, horses and/or poultry. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of animal systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- ***Common Career Technical Core (CCTC) Standards***—These are the standards for Animal Systems (AG-AS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- ***Performance Indicators***—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

~~**AS.01. CCTC Standard:** Analyze historic and current trends impacting the animal systems industry.~~

~~**AS.01.01. Performance Indicator:** Evaluate the development and implications of animal origin, domestication and distribution on production practices and the environment.~~

~~**AS.01.02. Performance Indicator:** Assess and select animal production methods for use in animal systems based upon their effectiveness and impacts.~~

- ~~**AS.01.03. Performance Indicator:** Analyze and apply laws and sustainable practices to animal agriculture from a global perspective.~~
- ~~**AS.02. CCTC Standard:** Utilize best practice protocols based upon animal behaviors for animal husbandry and welfare.~~
- ~~**AS.02.01. Performance Indicator:** Demonstrate management techniques that ensure animal welfare.~~
- ~~**AS.02.02. Performance Indicator:** Analyze procedures to ensure that animal products are safe for consumption (e.g., use in food system, etc.).~~
- ~~**AS.03. CCTC Standard:** Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production.~~
- ~~**AS.03.01. Performance Indicator:** Analyze the nutritional needs of animals.~~
- ~~**AS.03.02 Performance Indicator:** Analyze feed rations and assess if they meet the nutritional needs of animals.~~
- ~~**AS.03.03 Performance Indicator:** Utilize industry tools to make animal nutrition decisions.~~
- ~~**AS.04. CCTC Standard:** Apply principles of animal reproduction to achieve desired outcomes for performance, development and/or economic production.~~
- ~~**AS.04.01. Performance Indicator:** Evaluate animals for breeding readiness and soundness.~~
- ~~**AS.04.02. Performance Indicator:** Apply scientific principles to select and care for breeding animals.~~
- ~~**AS.04.03 Performance Indicator:** Apply scientific principles to breed animals.~~
- ~~**AS.05. CCTC Standard:** Evaluate environmental factors affecting animal performance and implement procedures for enhancing performance and animal health.~~
- ~~**AS.05.01. Performance Indicator:** Design animal housing, equipment and handling facilities for the major systems of animal production.~~
- ~~**AS.05.02. Performance Indicator:** Comply with government regulations and safety standards for facilities used in animal production.~~
- ~~**AS.06. CCTC Standard:** Classify, evaluate and select animals based on anatomical and physiological characteristics.~~
- ~~**AS.06.01. Performance Indicator:** Classify animals according to taxonomic classification systems and use (e.g. agricultural, companion, etc.).~~
- ~~**AS.06.02. Performance Indicator:** Apply principles of comparative anatomy and physiology to uses within various animal systems.~~
- ~~**AS.06.03. Performance Indicator:** Select and train animals for specific purposes and maximum performance based on anatomy and physiology.~~
- ~~**AS.07. CCTC Standard:** Apply principles of effective animal health care.~~
- ~~**AS.07.01. Performance Indicator:** Design programs to prevent animal diseases, parasites and other disorders and ensure animal welfare.~~

~~**AS.07.02. Performance Indicator:** Analyze biosecurity measures utilized to protect the welfare of animals on a local, state, national, and global level.~~

~~**AS.08. CCTC Standard:** Analyze environmental factors associated with animal production.~~

~~**AS.08.01. Performance Indicator:** Design and implement methods to reduce the effects of animal production on the environment.~~

~~**AS.08.02. Performance Indicator:** Evaluate the effects of environmental conditions on animals and create plans to ensure favorable environments for animals.~~

~~**Common Career Technical Core Career Ready Practices Content Standards**~~

~~The CCTC CRPs encompass fundamental skills and practices that all students should acquire to be career ready such as: responsibility, productivity, healthy choices, maintaining personal finances, communication, decision-making, creativity and innovation, critical thinking, problem solving, integrity, ethical leadership, management, career planning, technology use and cultural/global competency. Students completing a program of study in any AFNR career pathway will demonstrate the knowledge, skills and behaviors that are important to career ready through experiences in a variety of settings (e.g., classroom, CTSO, work-based learning, community etc.).~~

~~**DEFINITIONS:** Within each pathway, the standards are organized as follows:~~

- ~~• **Common Career Technical Core (CCTC) Standards**—These are the standards for CRPs from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.~~
- ~~• **Performance Indicators**—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a CTE program of study.~~

~~**CRP.01. CCTC Standard:** Act as a responsible and contributing citizen and employee.~~

~~**CRP.01.01. Performance Indicator:** Model personal responsibility in the workplace and community.~~

~~**CRP.01.02. Performance Indicator:** Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.~~

~~**CRP.01.03. Performance Indicator:** Identify and act upon opportunities for professional and civic service at work and in the community.~~

~~**CRP.02. CCTC Standard:** Apply appropriate academic and technical skills.~~

~~**CRP.02.01. Performance Indicator:** Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.~~

~~**CRP.02.02. Performance Indicator:** Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.~~

~~**CRP.03. CCTC Standard:** Attend to personal health and financial well-being.~~

~~**CRP.03.01. Performance Indicator:** Design and implement a personal wellness plan.~~

~~**CRP.03.02. Performance Indicator:** Design and implement a personal financial management plan.~~

~~**CRP.04. CCTC Standard:** Communicate clearly, effectively and with reason.~~

~~**CRP.04.01. Performance Indicator:** Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.~~

~~**CRP.04.02. Performance Indicator:** Produce clear, reasoned and coherent written and visual communication in formal and informal settings.~~

~~**CRP.04.03. Performance Indicator:** Model active listening strategies when interacting with others in formal and informal settings.~~

~~**CRP.05. CCTC Standard:** Consider the environmental, social and economic impacts of decisions.~~

~~**CRP.05.01. Performance Indicator:** Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.~~

~~**CRP.05.02. Performance Indicator:** Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts.~~

~~**CRP.06. CCTC Standard:** Demonstrate creativity and innovation.~~

~~**CRP.06.01. Performance Indicator:** Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.~~

~~**CRP.06.02. Performance Indicator:** Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.~~

~~**CRP.06.03. Performance Indicator:** Create and execute a plan of action to act upon new ideas and introduce innovations to workplace and community organizations.~~

~~**CRP.07. CCTC Standard:** Employ valid and reliable research strategies.~~

~~**CRP.07.01. Performance Indicator:** Select and implement reliable research processes and methods to generate data for decision-making in the workplace and community.~~

~~**CRP.07.02. Performance Indicator:** Evaluate the validity of sources and data used when considering the adoption of new technologies, practices and ideas in the workplace and community.~~

~~**CRP.08. CCTC Standard:** Utilize critical thinking to make sense of problems and persevere in solving them.~~

~~**CRP.08.01. Performance Indicator:** Apply reason and logic to evaluate workplace and community situations from multiple perspectives.~~

CRP.08.02. Performance Indicator: Investigate, prioritize and select solutions to solve problems in the workplace and community.

CRP.08.03. Performance Indicator: Establish plans to solve workplace and community problems and execute them with resiliency.

CRP.09. CCTC Standard: Model integrity, ethical leadership and effective management.

CRP.09.01. Performance Indicator: Model characteristics of ethical and effective leaders in the workplace and community (e.g., integrity, self-awareness, self-regulation, etc.).

CRP.09.02. Performance Indicator: Implement personal management skills to function effectively and efficiently in the workplace (e.g., time management, planning, prioritizing, etc.).

CRP.09.03. Performance Indicator: Demonstrate behaviors that contribute to a positive morale and culture in the workplace and community (e.g., positively influencing others, effectively communicating, etc.).

CRP.10. CCTC Standard: Plan education and career path aligned to personal goals.

CRP.10.01. Performance Indicator: Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.

CRP.10.02. Performance Indicator: Examine career advancement requirements (e.g., education, certification, training, etc.) and create goals for continuous growth in a chosen career.

CRP.10.03. Performance Indicator: Develop relationships with and assimilate input and/or advice from experts (e.g., counselors, mentors, etc.) to plan career and personal goals in a chosen career area.

CRP.10.04. Performance Indicator: Identify, prepare, update and improve the tools and skills necessary to pursue a chosen career path.

CRP.11. CCTC Standard: Use technology to enhance productivity.

CRP.11.01. Performance Indicator: Research, select and use new technologies, tools and applications to maximize productivity in the workplace and community.

CRP.11.02. Performance Indicator: Evaluate personal and organizational risks of technology use and take actions to prevent or minimize risks in the workplace and community.

CRP.12. CCTC Standard: Work productively in teams while using cultural/global competence.

CRP.12.01. Performance Indicator: Contribute to team-oriented projects and builds consensus to accomplish results using cultural-global competence in the workplace and community.

CRP.12.02. Performance Indicator: Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).

Agriculture, Food, and Natural Resources Cluster Skill Content Standards

The AFNR Cluster Skills (CS) encompasses the study of fundamental knowledge and skills related to all AFNR professions. Students completing a program of study in any AFNR career

pathway will demonstrate fundamental knowledge of the nature, scope and relationships of AFNR systems and the skills necessary for analysis of current and historical issues and trends; application of technologies; safety, health and environmental practices; stewardship of natural resources; and exploration of career opportunities.

Within each pathway, the standards are organized as follows:

- **~~Common Career Technical Core (CCTC) Standards~~**—These are the standards for Agriculture, Food and Natural Resources Career Cluster® (AG) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **~~Performance Indicators~~**—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

~~CS.01. CCTC Standard:~~ Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.

~~CS.01.01. Performance Indicator:~~ Research, examine and discuss issues and trends that impact AFNR systems on local, state, national and global levels.

~~CS.01.02. Performance Indicator:~~ Examine technologies and analyze their impact on AFNR systems.

~~CS.01.03. Performance Indicator:~~ Identify public policies and examine their impact on AFNR systems.

~~CS.02. CCTC Standard:~~ Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.

~~CS.02.01. Performance Indicator:~~ Research and use geographic and economic data to solve problems in AFNR systems.

~~CS.02.02. Performance Indicator:~~ Examine the components of the AFNR systems and assess their impact on the local, state, national and global society and economy.

~~CS.03. CCTC Standard:~~ Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.

~~CS.03.01. Performance Indicator:~~ Identify and explain the implications of required regulations to maintain and improve safety, health and environmental management systems.

~~CS.03.02. Performance Indicator:~~ Develop and implement a plan to maintain and improve health, safety and environmental compliance and performance.

~~CS.03.03. Performance Indicator:~~ Apply health and safety practices to AFNR workplaces.

~~CS.03.04. Performance Indicator:~~ Use appropriate protective equipment and demonstrate safe and proper use of AFNR tools and equipment.

CS.04. CCTC Standard: Demonstrate stewardship of natural resources in AFNR activities.

CS.04.01. Performance Indicator: Identify and implement practices to steward natural resources in different AFNR systems.

CS.04.02. Performance Indicator: Assess and explain the natural resource-related trends, technologies and policies that impact AFNR systems.

CS.05. CCTC Standard: Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

CS.05.01. Performance Indicator: Evaluate and implement the steps and requirements to pursue a career opportunity in each of the AFNR career pathways (e.g., goals, degrees, certifications, resumes, cover letter, portfolios, interviews, etc.).

CS.06. CCTC Standard: Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.

CS.06.01. Performance Indicator: Examine and explain foundational cycles and systems of AFNR.

CS.06.02. Performance Indicator: Analyze and explain the connection and relationships between different AFNR systems on a national and global level.

Biotechnology Systems Career Pathway Content Standards

The Biotechnology Systems (BS) Career Pathway encompasses the study of using data and scientific techniques to solve problems concerning living organisms with an emphasis on applications to agriculture, food and natural resource systems. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of biotechnology in the context of AFNR.

Within each pathway, the standards are organized as follows:

- ***National Council for Agricultural Education (NCAE) Standard****—These are the standards set forth by the National Council for Agricultural Education for Biotechnology Systems. They define what students should know and be able to do after completing instruction in a program of study focused on applying biotechnology to AFNR systems.
- ***Performance Indicators***—These statements distill each performance element into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related performance element at the conclusion of a program of study in this area.

BS.01. NCAE Standard: Assess factors that have influenced the evolution of biotechnology in agriculture (e.g., historical events, societal trends, ethical and legal implications, etc.).

BS.01.01. Performance Indicator: Investigate and explain the relationship between past, current and emerging applications of biotechnology in agriculture (e.g., major innovators, historical developments, potential applications of biotechnology, etc.).

BS.01.02. Performance Indicator: Evaluate the scope and implications of regulatory agencies on applications of biotechnology in agriculture and protection of public interests (e.g., health, safety, environmental issues, etc.).

BS.01.03. Performance Indicator: Analyze the relationship and implications of bioethics, laws and public perceptions on applications of biotechnology in agriculture (e.g., ethical, legal, social, cultural issues).

BS.02. NCAE Standard: Demonstrate proficiency by safely applying appropriate laboratory skills to complete tasks in a biotechnology research and development environment (e.g., standard operating procedures, record keeping, aseptic technique, equipment maintenance, etc.).

BS.02.01. Performance Indicator: Read, document, evaluate and secure accurate laboratory records of experimental protocols, observations and results.

BS.02.02. Performance Indicator: Implement standard operating procedures for the proper maintenance, use and sterilization of equipment in a laboratory.

BS.02.03. Performance Indicator: Apply standard operating procedures for the safe handling of biological and chemical materials in a laboratory.

BS.02.04. Performance Indicator: Safely manage and dispose of biological materials, chemicals and wastes according to standard operating procedures.

BS.02.05. Performance Indicator: Examine and perform scientific procedures using microbes, DNA, RNA and proteins in a laboratory.

BS.03. NCAE Standard: Demonstrate the application of biotechnology to solve problems in Agriculture, Food and Natural Resources (AFNR) systems (e.g., bioengineering, food processing, waste management, horticulture, forestry, livestock, crops, etc.).

BS.03.01. Performance Indicator: Apply biotechnology principles, techniques and processes to create transgenic species through genetic engineering.

BS.03.02. Performance Indicator: Apply biotechnology principles, techniques and processes to enhance the production of food through the use of microorganisms and enzymes.

BS.03.03. Performance Indicator: Apply biotechnology principles, techniques and processes to protect the environment and maximize use of natural resources (e.g., biomass, bioprospecting, industrial biotechnology, etc.).

BS.03.04. Performance Indicator: Apply biotechnology principles, techniques and processes to enhance plant and animal care and production (e.g., selective breeding, pharmaceuticals, biodiversity, etc.).

BS.03.05. Performance Indicator: Apply biotechnology principles, techniques and processes to produce biofuels (e.g., fermentation, transesterification, methanogenesis, etc.).

BS.03.06. Performance Indicator: Apply biotechnology principles, techniques and processes to improve waste management (e.g., genetically modified organisms, bioremediation, etc.).

Environmental Service Systems Career Pathway Content Standards

The Environmental Service Systems (ESS) Career Pathway encompasses the study of systems, instruments and technology used to monitor and minimize the impact of human activity on environmental systems. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of environmental service systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **~~Common Career Technical Core (CCTC) Standards~~**—These are the standards for Environmental Service Systems (AG-ESS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **~~Performance Indicators~~**—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

~~ESS.01. CCTC Standard:~~ Use analytical procedures and instruments to manage environmental service systems.

~~ESS.01.01. Performance Indicator:~~ Analyze and interpret laboratory and field samples in environmental service systems.

~~ESS.01.02. Performance Indicator:~~ Properly utilize scientific instruments in environmental monitoring situations (e.g., laboratory equipment, environmental monitoring instruments, etc.).

~~ESS.02. CCTC Standard:~~ Evaluate the impact of public policies and regulations on environmental service system operations.

~~ESS.02.01. Performance Indicator:~~ Interpret and evaluate the impact of laws, agencies, policies and practices affecting environmental service systems.

~~ESS.02.02. Performance Indicator:~~ Compare and contrast the impact of current trends on regulation of environmental service systems (e.g., climate change, population growth, international trade, etc.).

~~ESS.02.03. Performance Indicator:~~ Examine and summarize the impact of public perceptions and social movements on the regulation of environmental service systems.

~~ESS.03. CCTC Standard:~~ Develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology.

~~ESS.03.01. Performance Indicator:~~ Apply meteorology principles to environmental service systems.

~~ESS.03.02. Performance Indicator:~~ Apply soil science and hydrology principles to environmental service systems.

~~ESS.03.03. Performance Indicator:~~ Apply chemistry principles to environmental service systems.

ESS.03.04. Performance Indicator: Apply microbiology principles to environmental service systems.

ESS.03.05. Performance Indicator: Apply ecology principles to environmental service systems.

ESS.04. CCTC Standard: Demonstrate the operation of environmental service systems (e.g., pollution control, water treatment, wastewater treatment, solid waste management and energy conservation).

ESS.04.01. Performance Indicator: Use pollution control measures to maintain a safe facility and environment.

ESS.04.02. Performance Indicator: Manage safe disposal of all categories of solid waste in environmental service systems.

ESS.04.03. Performance Indicator: Apply techniques to ensure a safe supply of drinking water and adequate treatment of wastewater according to applicable rules and regulations.

ESS.04.04. Performance Indicator: Compare and contrast the impact of conventional and alternative energy sources on the environment and operation of environmental service systems.

ESS.05. CCTC Standard: Use tools, equipment, machinery and technology common to tasks in environmental service systems.

ESS.05.01. Performance Indicator: Use technological and mathematical tools to map land, facilities and infrastructure for environmental service systems.

ESS.05.02. Performance Indicator: Perform assessments of environmental conditions using equipment, machinery and technology.

Food Products and Processing Systems Career Pathway Content Standards

The Food Products and Processing Systems (FPP) Career Pathway encompasses the study of food safety and sanitation; nutrition, biology, microbiology, chemistry and human behavior in local and global food systems; food selection and processing for storage, distribution and consumption; and the historical and current development of the food industry. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of food products and processing systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards**—These are the standards for Food Products and Processing Systems (AG-FPP) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators**—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to

demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

FPP.01. CCTC Standard: ~~Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.~~

FPP.01.01. Performance Indicator: ~~Analyze and manage operational and safety procedures in food products and processing facilities.~~

FPP.01.02. Performance Indicator: ~~Apply food safety and sanitation procedures in the handling and processing of food products to ensure food quality.~~

FPP.01.03. Performance Indicator: ~~Apply food safety procedures when storing food products to ensure food quality.~~

FPP.02. CCTC Standard: ~~Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.~~

FPP.02.01. Performance Indicator: ~~Apply principles of nutrition and biology to develop food products that provide a safe, wholesome and nutritious food supply for local and global food systems.~~

FPP.02.02. Performance Indicator: ~~Apply principles of microbiology and chemistry to develop food products to provide a safe, wholesome and nutritious food supply for local and global food systems.~~

FPP.02.03. Performance Indicator: ~~Apply principles of human behavior to develop food products to provide a safe, wholesome and nutritious food supply for local and global food systems.~~

FPP.03. CCTC Standard: ~~Select and process food products for storage, distribution and consumption.~~

FPP.03.01. Performance Indicator: ~~Implement selection, evaluation and inspection techniques to ensure safe and quality food products.~~

FPP.03.02. Performance Indicator: ~~Design and apply techniques of food processing, preservation, packaging and presentation for distribution and consumption of food products.~~

FPP.03.03. Performance Indicator: ~~Create food distribution plans and procedures to ensure safe delivery of food products.~~

FPP.04. CCTC Standard: ~~Explain the scope of the food industry and the historical and current developments of food product and processing.~~

FPP.04.01. Performance Indicator: ~~Examine the scope of the food industry by evaluating local and global policies, trends and customs for food production.~~

FPP.04.02. Performance Indicator: ~~Evaluate the significance and implications of changes and trends in the food products and processing industry in the local and global food systems.~~

FPP.04.03. Performance Indicator: ~~Identify and explain the purpose of industry organizations, groups and regulatory agencies that influence the local and global food systems.~~

Natural Resource Systems Career Pathway Content Standards

The Natural Resource Systems (NRS) Career Pathway encompasses the study of the management, protection, enhancement and improvement of soil, water, wildlife, forests and air as natural resources. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of natural resource systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- ~~**Common Career Technical Core (CCTC) Standards**~~—These are the standards for Natural Resource Systems (AG NRS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- ~~**Performance Indicators**~~—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

~~**NRS.01. CCTC Standard:** Plan and conduct natural resource management activities that apply logical, reasoned and scientifically based solutions to natural resource issues and goals.~~

~~**NRS.01.01. Performance Indicator:** Apply methods of classification to examine natural resource availability and ecosystem function in a particular region.~~

~~**NRS.01.02. Performance Indicator:** Classify different types of natural resources in order to enable protection, conservation, enhancement and management in a particular geographical region.~~

~~**NRS.01.03. Performance Indicator:** Apply ecological concepts and principles to atmospheric natural resource systems.~~

~~**NRS.01.04. Performance Indicator:** Apply ecological concepts and principles to aquatic natural resource systems.~~

~~**NRS.01.05. Performance Indicator:** Apply ecological concepts and principles to terrestrial natural resource systems.~~

~~**NRS.01.06. Performance Indicator:** Apply ecological concepts and principles to living organisms in natural resource systems.~~

~~**NRS.02. CCTC Standard:** Analyze the interrelationships between natural resources and humans.~~

~~**NRS.02.01. Performance Indicator:** Examine and interpret the purpose, enforcement, impact and effectiveness of laws and agencies related to natural resource management, protection, enhancement and improvement (e.g., water regulations, game laws, historic preservation laws, environmental policy, etc.).~~

~~**NRS.02.02. Performance Indicator:** Assess the impact of human activities on the availability of natural resources.~~

~~**NRS.02.03. Performance Indicator:** Analyze how modern perceptions of natural resource management, protection, enhancement and improvement change and develop over time.~~

~~**NRS.02.04. Performance Indicator:** Examine and explain how economics affects the use of natural resources.~~

~~**NRS.02.05. Performance Indicator:** Communicate information to the public regarding topics related to the management, protection, enhancement, and improvement of natural resources.~~

~~**NRS.03. CCTC Standard:** Develop plans to ensure sustainable production and processing of natural resources.~~

~~**NRS.03.01. Performance Indicator:** Sustainably produce, harvest, process and use natural resource products (e.g., forest products, wildlife, minerals, fossil fuels, shale oil, alternative energy, recreation, aquatic species, etc.).~~

~~**NRS.03.02. Performance Indicator:** Demonstrate cartographic skills, tools and technologies to aid in developing, implementing and evaluating natural resource management plans.~~

~~**NRS.04. CCTC Standard:** Demonstrate responsible management procedures and techniques to protect, maintain, enhance, and improve natural resources.~~

~~**NRS.04.01. Performance Indicator:** Demonstrate natural resource protection, maintenance, enhancement and improvement techniques.~~

~~**NRS.04.02. Performance Indicator:** Diagnose plant and wildlife diseases and follow protocols to prevent their spread.~~

~~**NRS.04.03. Performance Indicator:** Prevent or manage introduction of ecologically harmful species in a particular region.~~

~~**NRS.04.04. Performance Indicator:** Manage fires in natural resource systems.~~

~~Plant Science Systems Career Pathway Content Standards~~

The Plant Systems (PS) Career Pathway encompasses the study of plant life cycles, classifications, functions, structures, reproduction, media and nutrients, as well as growth and cultural practices through the study of crops, turf grass, trees, shrubs and/or ornamental plants. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of plant systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- ~~**Common Career Technical Core (CCTC) Standards**~~—These are the standards for Plant Systems (AG-PS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- ~~**Performance Indicators**~~—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

PS.01. CCTC Standard: Develop and implement a crop management plan for a given production goal that accounts for environmental factors.

PS.01.01. Performance Indicator: Determine the influence of environmental factors on plant growth.

PS.01.02. Performance Indicator: Prepare and manage growing media for use in plant systems.

PS.01.03. Performance Indicator: Develop and implement a fertilization plan for specific plants or crops.

PS.02. CCTC Standard: Apply principles of classification, plant anatomy, and plant physiology to plant production and management.

PS.02.01. Performance Indicator: Classify plants according to taxonomic systems.

PS.02.02. Performance Indicator: Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems.

PS.02.03. Performance Indicator: Apply knowledge of plant physiology and energy conversion to plant systems.

PS.03. CCTC Standard: Propagate, culture and harvest plants and plant products based on current industry standards.

PS.03.01. Performance Indicator: Demonstrate plant propagation techniques in plant system activities.

PS.03.02. Performance Indicator: Develop and implement a management plan for plant production.

PS.03.03. Performance Indicator: Develop and implement a plan for integrated pest management for plant production.

PS.03.04. Performance Indicator: Apply principles and practices of sustainable agriculture to plant production.

PS.03.05. Performance Indicator: Harvest, handle and store crops according to current industry standards.

PS.04. CCTC Standard: Apply principles of design in plant systems to enhance an environment (e.g. floral, forest landscape, and farm).

PS.04.01. Performance Indicator: Evaluating, identifying and preparing plants to enhance an environment.

PS.04.02. Performance Indicator: Create designs using plants.

Power, Structural and Technical Systems Career Pathway Content Standards

The Power, Structural and Technical Systems (PST) Career Pathway encompasses the study of agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of power, structural and technical systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards**—These are the standards for Power, Structural and Technical Systems (AG-PST) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators**—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

PST.01. CCTC Standard: Apply physical science principles and engineering applications to solve problems and improve performance in AFNR power, structural and technical systems.

PST.01.01. Performance Indicator: Apply physical science and engineering principles to assess and select energy sources for AFNR power, structural and technical systems.

PST.01.02. Performance Indicator: Apply physical science and engineering principles to design, implement and improve safe and efficient mechanical systems in AFNR situations.

PST.01.03. Performance Indicator: Apply physical science principles to metal fabrication using a variety of welding and cutting processes (e.g., SMAW, GMAW, GTAW, fuel oxygen and plasma arc torch, etc.).

PST.02. CCTC Standard: Operate and maintain AFNR mechanical equipment and power systems.

PST.02.01. Performance Indicator: Perform preventative maintenance and scheduled service to maintain equipment, machinery and power units used in AFNR settings.

PST.02.02. Performance Indicator: Operate machinery and equipment while observing all safety precautions in AFNR settings.

PST.03. CCTC Standard: Service and repair AFNR mechanical equipment and power systems.

PST.03.01. Performance Indicator: Troubleshoot, service and repair components of internal combustion engines using manufacturers' guidelines.

PST.03.02. Performance Indicator: Service electrical systems and components of mechanical equipment and power systems using a variety of troubleshooting and/or diagnostic methods.

~~PST.03.03. Performance Indicator:~~ Utilize manufacturers' guidelines to diagnose and troubleshoot malfunctions in machinery, equipment and power source systems (e.g., hydraulic, pneumatic, transmission, steering, suspension, etc.).

~~PST.04. CCTC Standard:~~ Plan, build and maintain AFNR structures.

~~PST.04.01. Performance Indicator:~~ Create sketches and plans for AFNR structures.

~~PST.04.02. Performance Indicator:~~ Determine structural requirements, specifications and estimate costs for AFNR structures

~~PST.04.03. Performance Indicator:~~ Follow architectural and mechanical plans to construct, maintain and/or repair AFNR structures (e.g., material selection, site preparation and/or layout, plumbing, concrete/masonry, etc.).

~~PST.04.04. Performance Indicator:~~ Apply electrical wiring principles in AFNR structures.

~~PST.05. CCTC Standard:~~ Use control, monitoring, geospatial and other technologies in AFNR power, structural and technical systems.

~~PST.05.01. Performance Indicator:~~ Apply computer and other technologies (e.g., robotics, CNC, UAS, etc.) to solve problems and increase the efficiency of AFNR systems.

~~PST.05.02. Performance Indicator:~~ Prepare and/or use electrical drawings to design, install and troubleshoot electronic control systems in AFNR settings.

~~PST.05.03. Performance Indicator:~~ Apply geospatial technologies to solve problems and increase the efficiency of AFNR systems.



2026 Diversified Agriculture—Environment Core

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The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances the intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the context of curriculum development and revision, research, assessment, professional development, and industrial training.

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Dr. Lance Evans, State Superintendent of Education, Executive Secretary
Mr. Matt Miller, Southern Supreme Court District Representative, Chair
Mr. Matt Mayo, Central Supreme Court District Representative, Vice-Chair
Dr. Wendi Barrett, Teacher Representative
Mr. Glen East, Administrator Representative
Mr. Bill Jacobs, At-Large Representative
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Mr. Mike Pruitt, At-Large Representative
Mrs. Billye Jean Stroud, Northern Supreme Court District Representative
Mrs. Mary Werner, At-Large Representative
Mr. Crosby Parker, Senior Student Representative
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Standards

Standards and alignment crosswalks are referenced in the appendices. Depending on the curriculum, these crosswalks should identify alignment to the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, and English II, which could be integrated into the content of the units. Mississippi's CTE Diversified Agriculture—Environment Core curriculum is aligned to the following standards:

National Agriculture, Food, and Natural Resources (AFNR) Career Cluster Content Standards

The National AFNR Career Cluster Content Standards were developed by the National Council on Agricultural Education to serve as a guide for what students should know or be able to do through a study of agriculture in grades 9-12 and two-year postsecondary programs. The standards were extensively researched and reviewed by leaders in the agricultural industry, secondary and postsecondary instructors, and university specialists. The standards consist of a pathway content standard for each of the eight career pathways. For each content standard, performance elements representing major topic areas with accompanying performance indicators were developed. Measurements of assessment of the performance elements and performance indicators were developed at the basic, intermediate, and advanced levels. The National AFNR Career Cluster Content Standards are copyrighted by the National Council for Agricultural Education and are used with permission.

thecouncil.ffa.org/afnr

College- and Career-Readiness Standards

College- and career-readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College- and Career-Readiness Standards (MCCRS) to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.

mdek12.org/academiceducation/mississippi-college-and-career-readiness-standards/

Career and Technical Student Organizations (CTSOs)

Mississippi's Career and Technical Education (CTE) curricula are aligned with the programs, activities, and competitive events offered through Career and Technical Student Organizations (CTSOs). These organizations provide students with opportunities to apply classroom knowledge in real-world contexts, develop leadership and employability skills, and connect with industry and community partners. Each pathway includes an appendix identifying the CTSOs most closely connected to the curriculum, ensuring that students' classroom learning is reinforced through co-curricular experiences that prepare them for success in both post-secondary education and the workforce.

mdek12.org/cte/so/

Preface

Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Strengthening Career and Technical Education for the 21st Century Act, 2019 [Perkins V]; and Every Student Succeeds Act, 2015).

Mississippi Teacher Professional Resources

The following are resources for Mississippi teachers:

Curriculum, Assessment, Professional Learning

- Program resources can be found at the RCU's website, rcu.msstate.edu.

Learning Management System: An Online Resource

- Learning management system information can be found at the RCU's website, under Professional Learning.

Should you need additional instructions, contact the RCU at 662.325.2510 or helpdesk@rcu.msstate.edu.

Executive Summary

Pathway Description

The Diversified Agriculture—Environment Core curriculum is a one-Carnegie Unit course within the four-credit Diversified Agriculture pathway. All students must successfully complete the Principles of Agriscience prerequisite before enrolling in this course. Emphasis in this pathway is centered around the impact that environmental factors have on agricultural production, as well as the effect of agricultural production on natural resources. The course provides an opportunity for students to go in-depth regarding the science of the environment and how agriculturalists should keep natural resources use, conservation, preservation, and sustainability at the forefront of their practice.

College, Career, and Certifications

No national industry-recognized certifications are utilized in Mississippi pertaining to the agriculture industry. Competencies and suggested objectives in this course have been correlated, however, to the National AFNR Career Cluster Content Standards that have been reviewed and endorsed at the national level by the National Council on Agricultural Education.

Grade Level and Class Size Recommendations

It is recommended that students enter this program as tenth graders. Exceptions to this are a district-level decision based on class size, enrollment numbers, student maturity, and CTE delivery method. This is a hands-on, lab- or shop-based course. Therefore, a maximum of 15 students is recommended per class and teachers should only teach one subject per class period.

Student Prerequisites

For students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
 2. C or higher in high school-level math (last course taken, or the instructor can specify the level of math instruction needed)
 3. Instructor approval
- or**
1. Instructor approval

Assessment

The latest assessment blueprint for the curriculum can be found at rcu.msstate.edu/curriculum/.

Applied Academic Credit

The latest academic credit information can be found at mdek12.org/secondaryeducation/approved-courses/.

Educator Licensure

The latest educator licensure information can be found at mdek12.org/licensure/.

Professional Learning

If you have specific questions about the content of any training sessions provided, please contact the RCU at 662.325.2510 or helpdesk@rcu.msstate.edu.

Course Outlines

This curriculum consists of one 1-credit course.

Diversified Agriculture—Environment Core—Course Code: 993424

Unit	Title	Hours
1	Leadership and SAE for All	10
2	Introduction to the Agricultural Environment and Application of Ecology	20
3	Living Organisms and Ecology	10
4	The Atmosphere and Environmental Quality	10
5	Soil, Land, and Mapping	25
6	Water Quality Management	25
7	Forest Management	20
8	Wildlife Management	20
Total		140

Career Pathway Outlook

Overview

The Agriculture career cluster encompasses a wide range of occupations focused on the production and use of plants and animals for food, fiber, aesthetic, and environmental purposes. A USDA-funded study (Purdue University, 2024–2025) is producing updated five-year national projections for employment opportunities in food, agriculture, renewable natural resources, and the environment for graduates with bachelor's degrees or higher. According to the U.S. Bureau of Labor Statistics (2023), employment of agricultural and food scientists is projected to grow 8% from 2023 to 2033, with approximately 3,100 annual openings primarily due to retirements and occupational transfers. As in previous USDA reports, nearly half of the employment openings are expected in management and business (approximately 42%), followed by science, technology, engineering, and math (31%), sustainable production and biomaterials (13%), and education, communication, and government services (14%) (Purdue University, 2020).

Agriculture, food, and related industries contributed \$1.1 trillion to the U.S. gross domestic product (GDP) in 2019 (USDA Economic Research Service, 2020). Projections through 2033 forecast continued growth in farm income, trade, and sector indicators (USDA Economic Research Service, 2024). In Mississippi, agriculture remains the top industry. The total value of agricultural production increased to approximately \$9 billion in 2024 (Mississippi State University Extension, 2024), up from \$7.8 billion in 2022. The agriculture, forestry, fishing, and hunting sector contributed \$4.156 billion to the state's GDP in Q4 2024 (Federal Reserve Bank of St. Louis, 2024). According to the Mississippi Department of Agriculture and Commerce (2024), agriculture directly or indirectly employs about 11.4% of Mississippi's workforce.

Needs of the Future Workforce

Data for this synopsis were compiled from the Mississippi Department of Employment Security (MDES) (2025). Employment opportunities for each of the occupations are listed below:

Table 1.1: Current and Projected Occupation Report

Description	Jobs, 2022	Projected Jobs, 2032	Change (Number)	Change (Percent)	Average Yearly Earnings, 2025
Agricultural and Food Science Technicians	250	270	20	8.0%	\$42,081
Agricultural Sciences Teachers, Postsecondary	150	160	10	6.7%	\$93,622
Animal Trainers	100	110	10	10%	\$29,230
Career/Technical Education Teachers, Middle School	230	240	10	4.3%	\$51,425
Career/Technical Education Teachers, Secondary School	1220	1310	90	7.4%	\$51,416
Conservation Scientists	1250	1260	10	0.8%	\$54,950
Environmental Engineers	410	420	10	2.4%	\$75,940

Environmental Engineering Technicians	70	70	—	—	\$46,790
Environmental Scientists and Specialists, Including Health	270	280	10	3.7%	\$64,460
Environmental Science and Protection Technicians, Including Health	30	30	—	—	\$38,780
Farm and Home Management Advisors	290	300	10	3.2%	\$38,650
Logging Equipment Operators	1,680	1,740	60	3.6%	\$41,840
Landscaping and Groundskeeping Workers	6,000	6,620	620	10.3%	\$25,630
Nonfarm Animal Caretakers	1,520	1,780	260	17.1%	\$24,030
Soil and Plant Scientists	110	110	—	—	\$92,250
Farmers, Ranchers, and Other Agricultural Managers	6730	6930	200	3.0%	\$55,830
First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	980	1090	110	11.2%	\$40,270
First-Line Supervisors/Managers of Farming, Fishing, and Forestry Workers	940	990	50	5.3%	\$54,550
Fish and Game Wardens	40	40	—	—	\$46,610
Foresters	180	180	—	—	\$52,660
Surveyors	380	410	30	7.9%	\$48,600
Surveying and Mapping Technicians	670	720	50	7.5%	\$39,840
Tree Trimmers and Pruners	270	300	30	11.1%	\$44,920
Veterinarians	490	540	50	10.2%	\$81,950
Veterinary Assistants and Laboratory Animal Caretakers	970	1090	120	12.4%	\$26,150
Veterinary Technologists and Technicians	570	630	60	10.5%	\$35,890
Zoologists and Wildlife Biologists	230	250	20	8.7%	\$70,200

Source: Mississippi Department of Employment Security; mdes.ms.gov (2025).

Perkins V Requirements and Academic Infusion

The Diversified Agriculture—Environment Core curriculum meets Perkins V requirements of introducing students to and preparing them for high-skill, high-wage occupations in agricultural fields. It also offers students a program of study, including secondary, postsecondary, and institutions of higher learning courses, that will further prepare them for agricultural careers. Additionally, this curriculum is integrated with academic college- and career-readiness standards. Lastly, it focuses on ongoing and meaningful professional development for teachers as well as relationships with industry.

Transition to Postsecondary Education

The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board website, mccb.edu.

Best Practices

Innovative Instructional Technologies

Classrooms should be equipped with tools that will teach today's digital learners through applicable and modern practices. The Diversified Agriculture—Environment Core educator's goal should be to include teaching strategies that incorporate current technology. To make use of the latest online communication tools—wikis, blogs, podcasts, and social media platforms, for example—the classroom teacher is encouraged to use a learning management system that introduces students to education in an online environment and places more of the responsibility of learning on the student.

Differentiated Instruction

Students learn in a variety of ways, and numerous factors—students' background, emotional health, and circumstances, for example—create unique learners. By providing various teaching and assessment strategies, students with various learning preferences can have more opportunities to succeed.

CTE Student Organizations

Teachers should investigate opportunities to sponsor a student organization. The National FFA Organization is the student organization for this pathway and will foster the types of learning expected from the Diversified Agriculture—Environment Core curriculum. FFA provides participants and members with growth opportunities and competitive events. They also open the doors to the world of agriculture careers and scholarship opportunities.

Cooperative Learning

Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the Diversified Agriculture—Environment Core curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. This curriculum provides opportunities for students to work together and help each other complete complex tasks. There are many field experiences within the Diversified Agriculture—Environment Core curriculum that will allow and encourage collaboration with professionals currently in the agriculture field.

Work-Based Learning

Work-based learning is an extension of understanding competencies taught in the Diversified Agriculture—Environment Core classroom. The Diversified Agriculture pathway requires students to obtain clinical-type hours during Capstone, which may include, but are not limited to, clinicals, worksite field experiences, entrepreneurship, internships, pre-apprenticeships, school-based enterprises, job placements, and simulated

worksites. These real-world connections and applications provide a link to all types of students regarding knowledge, skills, and professional dispositions. Thus, supervised collaboration and immersion into the agriculture industry are keys to students' success, knowledge, and skills development. For more information on embedded WBL, visit the [Mississippi Work-Based Learning Manual](https://rcu.msstate.edu/Work-Based-Learning-Manual) on the RCU website, rcu.msstate.edu.

Professional Organizations

American Association for Agricultural Education (AAAE)

aaaonline.org

Association for Career and Technical Education (ACTE)

acteonline.org

Mississippi Association for Career and Technical Education (MSACTE)

mississippiacte.com

Mississippi Association of Agricultural Educators (MSAAE)

mississippiffa.org

National Association of Agricultural Educators (NAAE)

naae.org

National FFA Organization

ffa.org

Using This Document

Competencies and Suggested Objectives

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

Teacher Resources

All teachers should request to be added to the Canvas Resource Guide for their course. For questions or to be added to the guide, send a Help Desk ticket to the RCU by emailing helpdesk@rcu.msstate.edu.

Perkins V Quality Indicators and Enrichment Material

Some of the units may include an enrichment section at the end. This material will greatly enhance the learning experiences of students. If the Diversified Agriculture—Environment Core program is using a national certification, work-based learning, or another measure of accountability that aligns with Perkins V as a quality indicator, this material could very well be assessed on that quality indicator. It is the responsibility of the teacher to ensure all competencies for the selected quality indicator are covered throughout the year.

Unit 1: Leadership and SAE for All

Competencies and Suggested Objectives

1. Participate in local, state, and/or national FFA activities that provide opportunities for leadership development and career exploration. ^{DOK3}
 - a. Actively participate in FFA activities.
 - Leadership Development Events (LDE)
 - Career Development Events (CDE)
 - Environmental and Natural Resources
 - Forestry
 - Land Evaluation
 - Leadership retreats or conferences
 - Industry-related seminars, workshops, or conferences
 - Envirothon
 - Other related FFA activities
2. Identify potential college, career, and educational opportunities in environmental and natural resources. ^{DOK2}
 - a. Research postsecondary institutions that offer studies in environmental and natural resources or a related field and prepare a two- to three-minute speech on their programs and potential career choices.
 - b. Complete applications for college admission and scholarships.
 - c. Revise a personal résumé for the purpose of applying for a specific job.
 - d. Complete a job application for employment.
 - e. Participate in a mock or real interview.
 - f. Investigate the role of government agencies concerned with the environment.
 - Environmental Protection Agency (EPA)
 - Natural Resources Conservation Service (NRCS)
 - U.S. Army Corps of Engineers
 - National Park Service (NPS)
 - United States Forest Service (USFS)
 - Mississippi Forestry Commission (MFC)
 - Mississippi Department for Wildlife, Fisheries, and Parks (MDWFP)
 - Mississippi State Extension Services
 - Mississippi Department of Environmental (MDEQ)
3. Review the types of programs under Supervised Agricultural Experience (SAE) for All. ^{DOK1}
 - a. Explore concepts of a Foundational SAE.
 - Career exploration and planning
 - Employability skills for college and career readiness
 - Personal financial management and planning
 - Workplace safety
 - Agricultural literacy
 - b. Explore concepts of an Immersion SAE.
 - Placement/internship
 - Ownership/entrepreneurship
 - Research

<ul style="list-style-type: none"> ○ Experimental ○ Analytical ○ Invention ● School-based enterprise ● Service learning 	4. Review individual plans for student Foundational SAE programs. ^{DOK2} <ul style="list-style-type: none"> a. Assess goal attainment in SAE from the previous year. b. Review and update short- and long-range goals pertaining to the SAE program.
5. Develop an Immersion SAE and maintain agricultural records. ^{DOK2} <ul style="list-style-type: none"> a. Redefine and adjust requirements of agreements between the student, parents, supervisor, and/or employer. b. Utilize an electronic/computer-based system of record keeping. c. Update SAE records. <ul style="list-style-type: none"> ● SAE program goals ● Student inventory related to the SAE program ● Expense records ● Income/gift and scholarship records ● Skill-attainment records ● Leadership-activity records and participation in FFA activities ● Community service hours d. Complete degree and proficiency award applications as they apply to the SAE. 	

Unit 2: Introduction to the Agricultural Environment

Competencies and Suggested Objectives

1. Examine the environment and how it is affected by human and agricultural activities. ^{DOK2}
 - a. Define terms associated with environmental science.
 - Ecology
 - Organisms
 - Population
 - Community
 - Ecosystem
 - Terrestrial
 - Aquatic
 - Biotic
 - Abiotic
 - b. Identify similarities and differences between organisms, populations, and communities.
 - c. Define natural resources and their roles in the environment.
 - Wildlife
 - Minerals
 - Air
 - Soil
 - Water
 - Fossil fuels
 - d. Categorize the factors associated with agricultural and wildlife ecosystems.
 - Abiotic factors
 - Biotic factors
 - e. Distinguish the roles of living organisms in the environment as a producer, consumer, or decomposer.
2. Identify common equipment used in the agricultural and environmental industries. ^{DOK1}
 - a. Recognize and describe common tools and equipment.
 - Microscope
 - Doyle's tree scale stick
 - Dibble bar
 - Soil probe
 - Safety glasses
 - Secchi disk
 - Sieves
 - Aquatic net
 - Compass
3. Identify ecological diversity in local agricultural and wildlife ecosystems. ^{DOK2}
 - a. Explain the importance of environmental stability in the survival of organisms.
 - b. Describe how an environmental community is organized and structured.

4. Analyze and model terrestrial and aquatic biomes by evaluating wildlife habitats, species, food sources, and survival tactics. ^{DOK3}
<ul style="list-style-type: none"> a. Compare the characteristics of the various types of aquatic and terrestrial biomes. b. Classify the components of a habitat for wildlife organisms. c. Select a wildlife species to research and create a model habitat for that organism, including its place in a food web and other biotic and abiotic factors necessary for survival.
5. Compare and contrast the impact of current regulation trends of environmental service systems, such as climate change, population growth, and international trade. ^{DOK3}
6. Evaluate and design solutions to global environmental issues. ^{DOK4}
<ul style="list-style-type: none"> a. Examine trends and factors influencing population changes. b. Investigate the demands of the human population on the environment and how these relate to agriculture. c. Investigate the causes and effects of landscape degradation and defacement on the environment. d. Evaluate the causes and effects of acid rain deposition on the environment. e. Evaluate the causes and effects of tropical rain forest destruction on the environment. f. Evaluate the causes and effects of greenhouse gases on the environment. g. Explain the role of future planning in the environment. h. Design and implement a plan for improving and maintaining environmental quality in the local area.
7. Develop and evaluate general safety precautions for the laboratory and field. ^{DOK3}
<ul style="list-style-type: none"> a. Demonstrate procedures for working in and maintaining a safe and orderly workplace. b. Demonstrate personal behavior and safety requirements for the laboratory and field. c. Identify common hazards found in laboratory and field work and apply safety procedures to prevent injury. d. Review information about hazardous materials on a safety data sheet (SDS).

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be geared toward the specific school's needs, tools, facilities, etc. This test should be documented in each student's file.

Note: This unit will be ongoing throughout the year. Time allotted for this unit will be distributed over the entire year.

Unit 3: Living Organisms and Ecology

Competencies and Suggested Objectives

1. Investigate the role of living organisms in the environment. ^{DOK3}
 - a. Define terms related to living organisms.
 - Producer
 - Herbivore
 - Carnivore
 - Consumer
 - Decomposer
 - Community organization
 - Niche
 - Structures
 - Organism
 - b. Differentiate between food chains and food webs.
 - c. Examine relationships of the ecosystem to energy transfer and food chains.
 - d. Illustrate a food web that exists in a local habitat.
 - e. Illustrate and analyze a food chain and a food web for organisms in a local agriculture or wildlife ecosystem.
2. Examine the principles of population ecology. ^{DOK3}
 - a. Define terms related to population ecology.
 - Population ecology
 - Population
 - Endangered
 - Biome
 - Distribution
 - Density
 - Natality
 - Mortality
 - Migration
 - Carrying capacity
 - b. Identify characteristics used to describe population.
 - c. Discuss how population and carrying capacity are related.
 - d. Describe how species become endangered and extinct.
 - e. Identify management practices that are used to help recover endangered populations.
 - f. Distinguish between freshwater, marine, and terrestrial biomes.
 - g. Design a map that illustrates the locations of major biomes.
3. Examine principles of ecology as related to environmental quality. ^{DOK4}
 - a. Describe the importance of water to living organisms.
 - b. Describe microorganisms and how they are structured.
 - c. Collect microbiological organisms from the air, water, or soil for examination.
 - Nematodes
 - Fungi
 - Protozoa
 - Cyanobacteria

- Algae (e.g., *Chlamydomonas*, *Navicula*, *Closterium*, *Scenedesmus*, *Oscillatoria*)
 - Bacteria
 - Protista (e.g., *Ameba*, *Euglena*, *Stylonychia*, *Paramecium*, *Colpidium*)
 - Invertebrate animals (e.g., *Rotifers*, *Cyclops*, *Daphnia*, Roundworm *Tubifex*)
- d. Prepare specimens for examination under a microscope.
 - e. Classify and label collected microbial organisms and connect their location to their role in the environment.
 - f. Investigate ways that wetland habitats help clean the environment.
 - g. Discuss how industrial development has impacted ecosystems.
 - h. Identify human efforts to manage natural resources.
 - i. Cite evidence of ways that polluted environments have been cleaned to become usable.

Mississippi Career Connections

Mississippi is home to diverse ecosystems, with unique organisms, habitats, and environmental challenges. Using the competencies above, students will select a specific region of Mississippi, such as the Delta, Piney Woods, Gulf Coast, or Black Prairie, to research and explore. Their research should include the following components:

- Develop a detailed food chain and/or food web that illustrates the relationships and energy flow among organisms native to the selected region.
- Describe population dynamics and concerns relevant to that ecosystem, such as changes in distribution, density, carrying capacity, or human impact.
- Identify endangered or threatened species found in the region and outline a realistic recovery or conservation plan informed by local ecological and management practices.
- Examine environmental factors, including water quality, land use, climate, and human activity, and explain how these factors influence the organisms, populations, and food webs in the area.
- Explore careers related to environmental and natural resource management within the region, highlighting how professionals such as wildlife biologists, conservationists, scientists, and extension agents work to protect Mississippi's ecosystems and the organisms within them.

Unit 4: The Atmosphere and Environmental Quality

Competencies and Suggested Objectives

1. Examine the relationship of the atmosphere to the earth's environment. ^{DOK1}
 - a. Define the atmosphere and its contents.
 - Air
 - Moisture
 - Particulates
 - b. Diagram and describe the structure of the atmosphere.
 - Troposphere
 - Stratosphere
 - Mesosphere
 - Thermosphere
2. Describe weather and climate concepts and interpret information for environmental decision making. ^{DOK2}
 - a. Define weather and climate.
 - b. Identify tools used for weather measurement.
 - Thermometer
 - Barometer
 - Anemometer
 - Hygrometer
 - Rain gauge
 - c. Explore the relationships of latitude, longitude, and altitude to climate.
 - d. Read and interpret weather measurements and maps.
3. Analyze concepts of water usage and its sources. ^{DOK2}
 - a. Describe the nature and states of water.
 - Solid
 - Liquid
 - Gas (vapor)
 - b. Compare the classifications of water.
 - Fresh
 - Salt
 - Brackish
 - c. Identify important uses of water.
 - Daily living
 - Support of life processes
 - Climate
 - Manufacturing
 - Transportation
 - Recreation
 - d. Identify sources of water.
 - Surface water
 - Ground water
 - e. Identify sources of water storage and distribution.
 - Natural water storage

<ul style="list-style-type: none"> • Artificial water storage • Water distribution • Irrigation <p>f. Discuss methods of water treatment to make water safe and potable for livestock and human consumption.</p> <ul style="list-style-type: none"> • Individual household system • Large-scale wastewater treatment system
<p>4. Evaluate air quality by analyzing sources of air pollution and movement patterns. ^{DOK3}</p> <ol style="list-style-type: none"> Define air quality, air pollution, and air-quality standards. Explain the movement of air and global pollution. Determine the major sources of air pollution. Identify procedures for maintaining and improving air quality. Describe common threats to air quality. Identify practices that lead to improved air quality.
<p>5. Explain how the weather and climate affect the agricultural environment. ^{DOK2}</p> <ol style="list-style-type: none"> Distinguish the difference between climate and weather. Discuss how the movement of the Earth affects weather fronts, clouds, seasons, and storms. Read and interpret weather measurements and maps.
<p>6. Demonstrate how weather elements are measured and recorded. ^{DOK2}</p> <ol style="list-style-type: none"> Measure atmospheric temperature. Convert temperature measurements between Celsius and Fahrenheit. Explain atmospheric pressure and how it is measured using a barometer. Discuss how pressure systems and air masses affect wind speed.

Unit 5: Soil, Land, and Mapping

Competencies and Suggested Objectives

1. Analyze soil properties and land uses by evaluating soil texture, formation factors, and application of resources. ^{DOK3}
 - a. Identify factors in soil formation.
 - Parent material
 - Minerals
 - Rocks
 - Glacial deposits
 - Loess deposits
 - Alluvial deposits
 - Marine deposits
 - Organic deposits
 - b. Discuss the function of organic matter.
 - c. Describe the physical properties of soil (e.g., slope, texture, drainage, erosion, soil thickness).
 - d. Determine the texture of a given soil (e.g., soil triangle, ribbon test, soil jar test).
 - e. Identify the major uses of soil and land resources.
 - Cropland
 - Grazing land
 - Urbanization
 - Foundations
 - Waste disposal
 - Forest
 - Recreation
2. Explain how soil and land are classified and mapped. ^{DOK2}
 - a. Identify and describe land-capability classes.
 - b. Describe the capability classes and identify their designation symbols on a map.
 - c. Interpret how to use a soil survey and topographic map as it applies to a specific local area.
3. Understand the basic principles of land surveying. ^{DOK3}
 - a. Define basic terms and identify equipment associated with land measurement.
 - Way points
 - Acre
 - Chain
 - Pace
 - Link
 - Plane surveying
 - Slope
 - Abney level
 - Bearing
 - Compass
 - Altimeters
 - Clinometer
 - Boundary
 - Scaled drawing

<ul style="list-style-type: none"> • Survey • Aerial photography • Boundary marker • Soil moisture meter <p>b. Identify the types of maps that are available to manage land use.</p> <ul style="list-style-type: none"> • Orthophoto maps (aerial photographs) • Physical maps • Relief maps • Road maps • Topographic maps <p>c. Interpret a topographic map.</p> <p>d. Demonstrate the skill of land measurements using pacing to determine distance.</p> <p>e. Use an internet mapping program to calculate the acreage of a certain location using the NRCS Web Soil Survey (WSS).</p> <p>f. Identify the parts of a compass.</p> <p>g. Use a compass to record Azimuth readings on marked waypoints in an obstacle course.</p>	<p>4. Assess the impact of agricultural, horticultural, and forestry practices on land and soil. ^{DOK3}</p> <p>a. Develop a logical argument regarding a current environment-related issue that could impact the agriculture, food, and natural resources industries.</p> <p>b. Identify and select practices that could be utilized locally to promote soil conservation and prevent soil erosion and degradation.</p> <ul style="list-style-type: none"> • Mulching • Silt fences • Cover crops • Strip cropping • No-till • Crop rotation • Terracing • Grass strips • Tree/shrub planting
<p>5. Explain how images of the earth's layers are captured and used to study the environment and its impact on agriculture. ^{DOK4}</p> <p>a. Define cartography and explain how to interpret various types of maps.</p> <p>b. Define remote sensing and precision agriculture.</p> <p>c. Discuss the purpose of remote sensing.</p> <p>d. Discuss the purpose of precision agriculture using Global Positioning Satellite (GPS) and geographical information systems (GIS).</p> <p>e. Analyze and apply basic concepts of geographic information sciences.</p> <ul style="list-style-type: none"> • Global coordinate systems (e.g., latitude, longitude, height) • Geodetic datums • Relationships between geographic (spatial) and tabular data (nonspatial) <p>f. Demonstrate the concepts of GPS systems by determining locations.</p> <ul style="list-style-type: none"> • Map the points using Google Earth, ArcGIS Online, or QGIS. 	

Unit 6: Water Quality Management

Competencies and Suggested Objectives

1. Explain the importance of managing water quality in the environment. ^{DOK1}
 - a. Describe water quality and its importance.
 - b. Explain the biological characteristics of water.
 - c. Discuss the sensitivity of organisms to water quality.
 - d. Explain the difference between surface water and ground water.
2. Describe the hydrologic cycle and how it is influenced by the environment. ^{DOK2}
 - a. Diagram and describe the water cycle.
 - b. Compare natural water bodies of flowing and nonflowing sources.
 - Flowing (e.g., streams, rivers, creeks, brooks, canals)
 - Nonflowing (e.g., oceans, lakes, ponds, reservoirs, sloughs, marshes, estuaries)
 - c. Assess the structure of a local stream or body of water and construct a food web diagram of an ecosystem that exists within the body of water.
 - d. Discuss the major functions and importance of wetlands.
 - e. Identify three indicators used for identifying and delineating wetlands.
 - Hydrology (presence of water)
 - Hydric soils (soils developed under anaerobic conditions)
 - Hydrophytic vegetation (e.g., cattail, duckweed, rush, sedge, waterlily)
 - f. Delineate a watershed on a topographic map.
3. Research and summarize methods used to determine water quality. ^{DOK2}
 - a. Discuss how pollution affects water quality.
 - b. Differentiate between point and nonpoint sources of pollution.
 - c. Identify common causes of water pollution and their sources.
 - Sediment and suspended particles
 - Pathogens
 - Organic waste
 - Inorganic waste
 - Inorganic substances
 - Organic chemicals
 - Thermal pollution
 - d. Explain how pond water quality and balance is influenced by the fish population.
 - e. Identify common names of aquatic macroinvertebrates and list their water quality indicator status (good, fair, or poor).
 - Mayflies
 - Stoneflies
 - Hellgrammite
 - Caddisflies
 - Riffle beetle
 - Water penny
 - Dragonflies
 - Aquatic worms
 - Leeches
 - Crayfish

- Craneflies
- f. Discover and classify various aquatic wildlife species with native, endangered or threatened, or invasive or harmful statuses.
 - Fish
 - Amphibians
 - Reptiles
 - Mollusks
 - Crustaceans

4. Describe how water is managed and how wastewater is treated to maintain water quality. ^{DOK2}

- a. Describe and analyze the qualities of potable water.
 - Odor
 - Taste
 - Color
 - pH
 - Alkalinity
 - Hardness
 - Turbidity
 - Heavy metal content
 - Chemical and pesticide residue
 - Coliform bacterial count
- b. Demonstrate how to measure the qualities of potable water.
- c. Identify and describe the types and sources of wastewater.
 - Types of wastewaters (e.g., spent, domestic, and sewage)
 - Sources of wastewater (e.g., homes and businesses, manufacturing, farms, storm water, storm sewers, etc.)
- d. Identify and describe hazards that may be present in water.
 - Infectious agents
 - Toxic waste
 - Organic matter
 - Temperature
- e. Describe the treatment process in a municipal wastewater system.
 - Collection
 - Preliminary treatment
 - Primary treatment
 - Secondary treatment
 - Advanced treatment
 - Disposal of residue
- f. Describe types of aquifers and how each type relates to water quality and quantity.
 - Artesian (confined)
 - Groundwater (unconfined)

5. Identify and demonstrate the use of water quality tools (e.g., d-net, seine, secchi disk, plankton net, fishing rod, water quality test kit). ^{DOK2}

Unit 7: Forest Management

Competencies and Suggested Objectives

1. Examine the basic principles of forest dendrology and mensuration. ^{DOK2}
 - a. Examine the layered structure of forests and how these layers protect and enhance the ecosystem.
 - b. Identify locally important tree species by common name, type, physical characteristics, and use.
 - c. Identify tools used in forestry.
 - Tree scale stick
 - Dibble bar
 - Tree diameter tape
 - Increment borer
 - Clinometer
 - Altimeter
 - Bark gauge
 - Fire swatter
 - Compass
 - Densiometer
 - (Measuring) tape
 - Drip torch
 - Chainsaw
 - d. Analyze the growth rate and age of trees by examining the annual rings and accounting for variations in growth rate due to environmental factors.
 - e. Demonstrate how to measure the diameter of a tree using various measurement methods.
 - f. Demonstrate how to measure the merchantable height of a tree.
 - g. Discuss why it is important to monitor the age, size, and growth rate of trees.
2. Discuss the relationship of forestry management to environmental quality. ^{DOK1}
 - a. Identify forestry-management methods.
 - b. Discuss timber-harvesting and reforestation methods.
 - c. Develop a harvesting plan before trees are cut.
 - d. Investigate methods for forest-fire prevention.
 - Control burn
 - Fire breaks
 - e. Discuss the different types of damage to the environment caused by forest fires.
 - Particulates
 - Habitats
 - f. Discuss the different damages to the environment caused by erosion.
3. Describe the importance of forests and forest management to our environment and economy. ^{DOK2}
 - a. Explain the importance of forestry to our nation.
 - b. Investigate the role of government agencies concerned with forestry, including the Mississippi Forestry Commission and the U.S. Forestry Service.
 - c. Describe the relationships between forests and other natural resources, such as the water cycle, wildlife habitats, and other areas of ecology.
 - d. Discuss how forests differ based on their location and/or climate.
 - e. Describe the products we obtain from forests and the primary wood industries.

4. Determine how trees are classified and identified. ^{DOK3}
- Compare and contrast hardwood and softwood trees.
 - Construct a model, drawing, or illustration showing how a tree grows.
 - Explain how trees reproduce by seed reproduction or vegetative reproduction.
 - Collect the leaves, twigs, bark, and/or fruit of local trees and identify the genus, species, and common name.
 - Oak (southern red, water, post, red, white)
 - Pine (loblolly, shortleaf, longleaf, slash)
 - Bald cypress
 - Southern magnolia
 - Eastern red cedar
 - Hickory (shagbark, mockernut)
 - Sweetgum
 - Black gum
 - Yellow poplar
 - Winged elm
 - Dogwood
 - Sycamore
 - Sassafras
 - Mulberry
 - Identify invasive/nonnative plant species of the forest.
 - Kudzu
 - Honeysuckle
 - Chinese privet
 - Bamboo
 - Bradford pear
 - Chinese tallow
 - Japanese climbing fern
 - Mistletoe
 - Wisteria
 - English ivy
 - Identify harmful insects and diseases of the forest.
 - Beetle (southern pine, ips engraver, emerald ash borer, black turpentine)
 - Gypsy moth
 - Fusiform rust
 - Cedar apple rust
 - Powdery mildew
5. Apply silviculture practices to managing trees. ^{DOK2}
- Explore harvesting methods to improve the growing conditions of trees.
 - Fertilization
 - Undergrowth removal
 - Selective cutting
 - Sanitation cuttings
 - Liberation cuttings
 - Thinning
 - Intermediate cuttings

- b. Explain methods of reforestation.
 - Natural reforestation
 - Artificial reforestation
- c. Discuss fire influence on forest management.
 - Controlled/prescribed burning
 - Weather influence on fire behavior
 - Drought
 - Wind speed

6. Explain the parts of a management plan for a locally identified stand of trees. ^{DOK2}

- a. Demonstrate tools used in forestry.
 - Tree scale stick
 - Dibble bar
 - Tree diameter tape
 - Increment borer
 - Clinometer
 - Altimeter
 - Bark gauge
 - Fire swatter
 - Compass
 - Densiometer
 - Measuring tape
- b. Demonstrate how to measure the diameter of a tree using various measurement methods.
- c. Demonstrate how to measure the merchantable height of a tree.
- d. Discuss why it is important to monitor the age, size, and growth rate of trees.
- e. Determine the board foot volume of a stand of trees (i.e., sawtimber estimation).
- f. Determine the cord volume of a stand of trees (i.e., pulpwood estimation).

Mississippi Career Connections

Forestry is one of Mississippi's largest and most influential industries, contributing more than \$13 billion annually to the state's economy and supporting jobs in logging, timber management, forest products, conservation, and manufacturing. Using the competencies in this unit, students will explore Mississippi's forest ecosystems while stepping into the role of professional foresters. Students will identify and measure locally relevant tree species, examine growth rings and merchantable height, and evaluate forest health using industry-standard tools such as clinometers, diameter tapes, and increment borers. They will also learn how Mississippi Forestry Commission professionals, consulting foresters, wildlife managers, and timber industry specialists apply dendrology, mensuration, fire management, and silviculture practices to manage forests sustainably. Through this activity, students connect classroom skills to real, high-demand careers that keep Mississippi's forests productive, healthy, and economically vital.

Unit 8: Wildlife Management

Competencies and Suggested Objectives

1. Investigate approaches to protecting and managing wildlife species. ^{DOK2}
 - a. Discuss the basic needs of wildlife and why those needs are important for survival.
 - Food
 - Water
 - Shelter
 - Space
 - Air
 - b. Describe the differences in the wildlife relationships of parasitism, mutualism, predation, commensalism, and competition.
 - c. Classify wildlife species based on threats to their continued existence.
 - Nuisance
 - Protected
 - Endangered
 - Extinct
 - d. Discuss methods of wildlife management.
 - Bird banding
 - Trapping and transplanting
 - Land management
 - Species richness and diversity
 - Vegetation survey
 - Wildlife extension work
 - Implementation of regulations
 - Invasive species
2. Discuss the impact of wildlife-habitat management research on the productivity of wildlife populations. ^{DOK3}
 - a. Identify the components necessary for an ideal wildlife habitat.
 - Arrangement and interspersion
 - Carrying capacity
 - Plant succession
 - Vertical structure
 - Edge
 - Migration
 - b. Differentiate management practices used in certain wildlife-management areas.
 - Farm wildlife
 - Forest wildlife
 - Wetland wildlife
 - Stream wildlife
 - Lake and pond wildlife
 - c. Explain how management practices increase wildlife productivity.
 - d. Describe major threats to wildlife and how these threats have impacted species populations.
 - e. Research a local species of wildlife and explain how protection and management practices have saved the species from extinction or threat of extinction.

f. Design a wildlife management plan for a selected species for a local area.
<p>3. Explain the basic principles of plant and animal wildlife conservation and preservation, focusing on habitat, hunting regulations, artificial restocking, and game refuges. ^{DOK2}</p> <ol style="list-style-type: none"> Describe the factors of population ecology and how they affect the survival of a species. <ul style="list-style-type: none"> Attributes of population (density, distribution, age) Population growth (natality, mortality) Describe the feeding groups in a food chain and food web and cite specific examples of organisms that fit into each group. Describe the needs and practices in conservation, preservation, and management of wildlife. <ul style="list-style-type: none"> Game laws Hunting seasons and limits Habitat improvement programs Compare and contrast the differences between wildlife management areas. <ul style="list-style-type: none"> National parks (National recreation areas) National forests Wildlife management areas State parks Private land Investigate the role of government agencies concerned with wildlife conservation. <ul style="list-style-type: none"> Mississippi Department of Wildlife, Fisheries, and Parks National Park Service (NPS) United States Fish and Wildlife Service (FWS)
<p>4. Examine the relationship between wildlife well-being and environmental quality. ^{DOK3}</p> <ol style="list-style-type: none"> Identify the wildlife species found in the local area and classify them as terrestrial or aquatic. Assess qualities of a local wildlife habitat for a given species. <ul style="list-style-type: none"> Food Water Shelter Space Investigate the importance of wildlife to the environment and human well-being. <ul style="list-style-type: none"> Food Clothing Ornamentation Medicine Recreation Identify components of wildlife management practices. <ul style="list-style-type: none"> Harvesting (i.e., increasing or decreasing) Forestry management techniques Establishing grasses/forbs Leaving grain unharvested Nesting structures Plant/manage food plots Plant trees/shrubs Construct ponds Tillage management Water-control structures

<ul style="list-style-type: none"> • Water development <p>e. Recommend procedures for improving habitat management for specific Mississippi wildlife.</p> <ul style="list-style-type: none"> • Rabbits • Whitetail deer • Wood ducks • Quail • Largemouth bass • Dove • Wild turkey
<p>5. Identify and illustrate the impact of agricultural pests and pest control measures on the environment. <small>DOK2</small></p> <p>a. Analyze the economic impact of agricultural pests, such as wild hogs, on the environment.</p> <p>b. Relate methods of controlling agricultural pests to the impact on the environment, including integrated pest management.</p> <ul style="list-style-type: none"> • Biological • Chemical • Regulatory • Mechanical • Physical • Cultural
<p>6. Recognize and classify various wildlife species as native, endangered, or invasive. <small>DOK1</small></p> <ul style="list-style-type: none"> • Native (e.g., beavers, whitetail deer, eastern wild turkey, raccoons) • Endangered/threatened (e.g., gopher tortoise, sandhill crane, red cockaded woodpecker) • Invasive/harmful (e.g., hogs, nutria, fire ant, carp)
<p>7. Identify and demonstrate the use of equipment and tools in wildlife habitat management. <small>DOK2</small></p> <ul style="list-style-type: none"> • Wildlife tracking collar • Wildlife trap (live, foothold, snare, conibear) • Bands and tags

Mississippi Career Connections
<p>Students should assume the role of a newly hired junior wildlife biologist with the Mississippi Department of Wildlife, Fisheries, and Parks (MDWFP). Their assignment is to evaluate a local wildlife species (such as whitetail deer, wild turkey, wood duck, or largemouth bass) in their area and create a management plan that improves quality and supports a healthy ecosystem, addressing the following components:</p> <ul style="list-style-type: none"> • Wildlife needs and relationships: What are the basic needs of the chosen species (food, water, shelter, space, air), and which relationships are most common (predation, competition, mutualism)? • Habitat quality and threats: Assess the condition of the local habitat, including its carrying capacity and major threats (such as habitat loss, invasive species, and human activity). • Habitat management: Which management practices support a healthy ecosystem? (Food plots, harvesting, removing invasive species, etc.) • Hunting regulations and conservation measures: How do hunting seasons, limits, and protections help maintain wildlife populations?

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date (MM/DD/YY) on which the student mastered the competency.

Unit 1: Leadership and SAE for All		
	1.	Participate in local, state, and/or national FFA activities that provide opportunities for leadership development and career exploration.
	2.	Identify potential college and career opportunities in environmental and natural resources.
	3.	Review the types of programs under Supervised Agricultural Experience (SAE) for All.
	4.	Review individual plans for student Foundational SAE programs.
	5.	Develop an Immersion SAE and maintain agricultural records.
Unit 2: Introduction to the Agricultural Environment and Application of Ecology		
	1.	Examine the environment and how it is affected by human and agricultural activities.
	2.	Identify common equipment used in the agricultural and environmental industries.
	3.	Identify ecological diversity in local agricultural and wildlife ecosystems.
	4.	Analyze and model terrestrial and aquatic biomes by evaluating wildlife habitats, species, food sources, and survival tactics.
	5.	Compare and contrast the impact of current trends on the regulation of environmental service systems, such as climate change, population growth, and international trade.
	6.	Evaluate and design solutions to global environmental issues.
	7.	Develop and evaluate general safety precautions for the laboratory and field.
Unit 3: Living Organisms and Ecology		
	1.	Investigate the role of living organisms in the environment.
	2.	Examine the principles of population ecology.
	3.	Examine principles of ecology as related to environmental quality.
Unit 4: The Atmosphere and Environmental Quality		
	1.	Examine the relationship of the atmosphere to the earth's environment.
	2.	Describe weather and climate concepts and interpret information for environmental decision making.
	3.	Analyze concepts of water usage and sources.
	4.	Evaluate air quality by analyzing sources of air pollution and movement patterns.
	5.	Explain how the weather and climate affect the agricultural environment.
	6.	Demonstrate how weather elements are measured and recorded.

Unit 5: Soil, Land, and Mapping		
	1.	Analyze soil properties and land uses by evaluating soil texture, formation factors, and application of resources.
	2.	Explain how soil and land are classified and mapped.
	3.	Understand the basic principles of land surveying.
	4.	Assess the impact of agricultural, horticultural, and forestry practices on land and soil.
	5.	Explain how images of the earth's layers are captured and used to study the environment and its impact on agriculture.
Unit 6: Water Quality Management		
	1.	Explain the importance of managing water quality in the environment.
	2.	Describe the hydrologic cycle and how it is influenced by the environment.
	3.	Research and summarize methods used to determine water quality.
	4.	Describe how water is managed and how wastewater is treated to maintain water quality.
	5.	Identify and demonstrate the use of water quality tools.
Unit 7: Forest Management		
	1.	Examine the basic principles of forest dendrology and mensuration.
	2.	Discuss the relationship of forestry management to environmental quality.
	3.	Describe the importance of forests and forest management to our environment and economy.
	4.	Determine how trees are classified and identified.
	5.	Apply silviculture practices to managing trees.
	6.	Explain the parts of a management plan for a locally identified stand of trees.
Unit 8: Wildlife Management		
	1.	Investigate approaches to protecting and managing wildlife species.
	2.	Discuss the impact of wildlife-habitat management research on the productivity of wildlife populations.
	3.	Explain the basic principles of plant and animal wildlife conservation and preservation, focusing on habitat, hunting regulations, artificial restocking, and game refuges.
	4.	Examine the relationship between wildlife well-being and environmental quality.
	5.	Identify and illustrate the impact of agricultural pests and pest control measures on the environment.
	6.	Recognize and classify various wildlife species as native, endangered, or invasive.
	7.	Identify and demonstrate the use of equipment and tools in wildlife habitat management.

Appendix A: Industry Standards

AFNR Pathway Content Standards and Performance Elements

The AFNR Pathway Content Standards and Performance Elements are adapted from *AFNR Agriculture, Food, and Natural Resources Content Standards*. Reprinted with permission from the National Council for Agricultural Education, 6060 FFA Drive Indianapolis, IN 46268, 317.802.4206. Copyright © 2024. A complete copy of the national standards can be downloaded from the Team Ag Ed Learning Center at thecouncil.ffa.org/afnr/.

Standards	Units							
	1	2	3	4	5	6	7	8
ABS - Agribusiness Systems								
AS - Animal Systems								X
BS - Biotechnology Systems								
CRP - Career Ready Practices	X							
ECL - Education, Communication, and Leadership	X							
ESS - Environmental Sustainability Systems		X	X	X	X	X	X	X
FPP - Food Products and Processing Systems								
FPS - Foundational Pathway Skills	X	X	X	X	X	X	X	X
NRS - Natural Resource Systems		X	X	X	X	X	X	X
PS - Plant Systems					X			X
PST - Power, Structural, and Technical Systems								X

Agribusiness Systems Career Pathway Content Standards

The Agribusiness Systems (ABS) Career Pathway encompasses the study of agribusinesses and their management including, but not limited to, record keeping, budget management (cash and credit), business planning, introduction to micro- and macroeconomic principles, and sales and marketing. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the planning, development, application, and management of agribusiness systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Standards**– These are the standards owned by Advance CTE and used here with permission. The standards defined the scope and guided the development of the updated indicators and sample measurements.
- **Performance Indicators** – These statements distill each standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related standard at the conclusion of a program of study in this area.

ABS.01. Apply management planning principles in AFNR businesses.

ABS.01.01. Apply economic principles to plan and manage inputs and outputs in an AFNR business.

ABS.01.02. Evaluate and create statements of purpose and business goals for AFNR businesses.

ABS.01.03. Develop and apply skills to manage an AFNR business in an efficient, legal, and ethical manner.

ABS.01.04. Evaluate, develop, and implement procedures used to recruit, train, and retain productive human resources for AFNR businesses.

ABS.02. Use record keeping to accomplish AFNR business objectives, manage budgets and comply with laws and regulations.

ABS.02.01. Apply fundamental accounting principles, systems, tools, and applicable laws and regulations to record, track, and audit AFNR business transactions (e.g., accounts, debits, credits, assets, liabilities, equity, etc.).

ABS.02.02. Assemble, interpret, and analyze financial information and reports to monitor AFNR business performance and support decision-making (e.g., income statements, balance sheets, cash-flow analysis, inventory reports, break-even analysis, return on investment, taxes, etc.).

ABS.03. Manage cash budgets, credit budgets and credit for an AFNR business using generally accepted accounting principles.

ABS.03.01. Manage cash budgets, assets, Employment Tax Incentive opportunities for credits, loans, etc. to achieve AFNR business goals.

ABS.03.02. Analyze credit needs and manage credit budgets to achieve AFNR business goals.

ABS.04. Develop a business plan for an AFNR business.

ABS.04.01. Analyze characteristics and planning requirements associated with developing business plans for different types of AFNR businesses.

ABS.04.02. Develop production and operational plans for an AFNR business.

ABS.04.03. Identify and apply strategies to manage or mitigate risk.

ABS.05. Use sales and marketing principles to accomplish AFNR business objectives.

ABS.05.01. Determine the role of markets, trade, competition, and price in relation to AFNR business sales and marketing plan.

ABS.05.02. Assess and apply sales principles and skills to accomplish AFNR business objectives.

ABS.05.03. Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.

Animal Systems Career Pathway Content Standards

The Animal Systems (AS) Career Pathway encompasses the study of animal systems, including content areas such as life processes, health, nutrition, genetics, management, processing, and veterinary science, as applied to small animals, aquaculture, exotic animals, livestock, dairy, horses and/or poultry. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of animal systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Standards**– These are the standards owned by Advance CTE and used here with permission. The standards defined the scope and guided the development of the updated indicators and sample measurements.
- **Performance Indicators** – These statements distill each standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related standard at the conclusion of a program of study in this area.

AS.01. Analyze historic and current trends impacting the animal systems industry.

AS.01.01. Evaluate the development and implications of animal origin, domestication, and distribution on production practices and the environment.

AS.01.02. Assess and select animal production, marketing, and management methods based upon effectiveness and potential social and environmental impacts.

AS.01.03. Analyze laws and sustainable practices that impact animal agriculture from a local, tribal, state, national, and global perspective.

AS.02. Utilize best-practice protocols based upon animal behaviors for animal husbandry and welfare.

AS.02.01. Explain management techniques that ensure animal welfare.

AS.02.02. Analyze procedures to ensure that animal products are safe for consumption.

AS.03. Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production.

AS.03.01. Analyze the nutritional needs of animals.

AS.03.02. Analyze feed rations and assess if they meet the nutritional needs of animals.

AS.03.03. Utilize tools, equipment, techniques, and technology to make animal nutrition decisions.

AS.04. Apply principles of animal reproduction to achieve desired outcomes for performance, development and/or economic production.

AS.04.01. Evaluate animals for breeding readiness and soundness.

AS.04.02. Apply scientific principles to select and care for breeding animals.

AS.04.03. Apply scientific principles to animal breeding.

AS.05. Evaluate environmental factors affecting animal performance and implement procedures for enhancing performance and animal health.

AS.05.01. Design and evaluate animal housing, equipment, and handling facilities for the major systems of animal production.

AS.05.02. Comply with government regulations and safety standards for facilities used in animal production.

AS.06. Classify, evaluate and select animals based on anatomical and physiological characteristics.

AS.06.01. Classify animals according to taxonomic classification systems and use (e.g., agricultural, companion, etc.).

AS.06.02. Apply principles of comparative anatomy and physiology to uses within various animal systems.

AS.06.03. Select animals for specific purposes and maximum performance based on anatomy and physiology.

AS.07. Apply principles of effective animal health care.

AS.07.01. Design programs to prevent animal diseases, parasites, and other disorders and ensure animal welfare.

AS.07.02. Analyze biosecurity measures utilized to protect the welfare of animals and health of humans on a local, state, national, and global level.

AS.08. Analyze environmental factors associated with animal production.

AS.08.01. Design management practices related to animal agriculture to enhance the environment.

AS.08.02. Evaluate the effects of environmental conditions on animals.

Biotechnology Systems Career Pathway Content Standards

The Biotechnology Systems (BS) Career Pathway encompasses the study of using scientific techniques to gather and analyze data to solve problems concerning living organisms with an emphasis on applications to agriculture, food, and natural resource systems. Students completing a program of study in this pathway will demonstrate competence in principles and techniques for the development, application, and management of biotechnology in the context of AFNR.

Within each pathway, the standards are organized as follows:

- **Standards**– These are the standards set forth by the National Council for Agricultural Education for Biotechnology Systems. They define what students should know and be able to do after completing instruction in a program of study focused on applying Biotechnology to AFNR systems.
- **Performance Indicators** – These statements distill each standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related standard at the conclusion of a program of study in this area.

BS.01. Assess factors that have influenced the evolution of biotechnology in agriculture (e.g., scientific technologies, historical events, societal trends, ethical and legal implications, etc.).

BS.01.01. Investigate and explain the relationships in the timeline of developing biotechnology applications and techniques in agriculture (e.g., major innovators, historical developments, potential applications of biotechnology, etc.).

BS.01.02. Evaluate the roles, scope, and implications of regulatory agencies on applications of biotechnology in agriculture and the protection of public interests (e.g., health, safety, environmental issues, etc.).

BS.01.03. Analyze the relationship and implications of bioethics, laws, and public perceptions on applications of biotechnology in agriculture (e.g., ethical, legal, social, cultural issues).

BS.02. Demonstrate proficiency by safely applying appropriate laboratory skills to complete tasks in a biotechnology research and development environment (e.g., standard operating procedures, record keeping, aseptic technique, equipment maintenance, etc.).

BS.02.01. Read, document, evaluate, and secure accurate laboratory records of experimental protocols, observations, and results.

BS.02.02. Identify and apply standard laboratory procedures and equipment maintenance to create and maintain reliable data BS.02.01. Read, document, evaluate, and secure accurate laboratory records of experimental protocols, observations, and results.

BS.02.03. Apply standard operating procedures for the safe handling of biological and chemical materials in a laboratory.

BS.02.04. Safely manage and dispose of biological materials, chemicals, and wastes according to standard operating procedures.

BS.02.05. Examine and perform scientific procedures using microbes, DNA, RNA and proteins in a laboratory.

BS.03. Demonstrate the application of biotechnology to solve problems in Agriculture, Food and Natural Resources (AFNR) systems (e.g., bioengineering, food processing, waste management, horticulture, forestry, livestock, crops, etc.).

BS.03.01. Apply biotechnology principles, techniques, and processes to modify a species.

BS.03.02. Apply biotechnology principles, techniques, and processes to enhance the production of food through the use of microorganisms and enzymes.

BS.03.03. Apply biotechnology principles, techniques, and processes to protect the environment and maximize use of natural resources (e.g., biomass, bioprospecting, industrial biotechnology, etc.).

BS.03.04. Apply biotechnology principles, techniques, and processes to enhance plant and animal care and production (e.g., selective breeding, pharmaceuticals, biodiversity, etc.).

BS.03.05. Apply biotechnology principles, techniques, and processes to produce bioproducts (e.g., fermentation, transesterification, methanogenesis, etc.).

BS.03.06. Apply biotechnology principles, techniques, and processes to improve waste management (e.g., genetically modified organisms, bioremediation, etc.).

Career Ready Practices Content Standards

Career Ready Practices (CRPs) encompass fundamental skills and practices that all students should acquire to be career ready such as: responsibility, productivity, healthy choices, maintaining personal finances, communication, decision-making, creativity and innovation, critical-thinking, problem-solving, integrity, ethical leadership, management, career planning, technology use and cultural/global competency. Students completing a program of study in any AFNR career pathway will demonstrate the knowledge, skills and behaviors that are important to career ready through experiences in a variety of settings (e.g., classroom, CTSO, work-based learning, community etc.).

Within each pathway, the standards are organized as follows:

- **Standards** – These are the standards owned by Advance CTE and used here with permission. The standards defined the scope and guided the development of the updated indicators and sample measurements.
- **Performance Indicators** – These statements distill each standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related standard at the conclusion of a program of study in this area.

CRP.01. Act as a responsible and contributing citizen and employee.

CRP.01.01. Model personal responsibility in the workplace and community.

CRP.01.02. Explain the short-term and long-term impacts of personal and professional decisions on employers and community before taking action.

CRP.01.03. Identify and act upon opportunities for professional and community service at the workplace.

CRP.02. Apply appropriate academic and technical skills.

CRP.02.01. Use strategic thinking to connect and apply academic learning, technical knowledge, and skills to solve problems in the workplace and community.

CRP.03. Attend to personal health and financial well-being.

CRP.03.01. Design and implement a personal wellness plan.

CRP.03.02. Design and implement a personal financial management plan.

CRP.04. Communicate clearly, effectively and with reason.

CRP.04.01. Communicate using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.

CRP.04.02. Produce clear, reasoned, and coherent written and visual communication in formal and informal settings.

CRP.04.03. Model active listening strategies when interacting with others in formal and informal settings.

CRP.05. Consider the environmental, social and economic impacts of decisions.

CRP.05.01. Assess, identify, and synthesize the information and resources needed to make decisions that positively impact the workplace and community.

CRP.05.02. Make, defend, and evaluate decisions at work and in the community using information about the potential environmental, social, and economic impacts.

CRP.06. Demonstrate creativity and innovation.

CRP.06.01. Synthesize information, knowledge, and experience to generate original ideas and challenge assumptions in the workplace and community.

CRP.06.02. Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.

CRP.06.03. Create and execute a plan of action for new ideas and introduce innovations to workplace and community organizations.

CRP.07. Employ valid and reliable research strategies.

CRP.07.01. Select and implement reliable research processes and methods to generate data for decision making in the workplace and community.

CRP.07.02. Evaluate the validity of sources and data used when considering the adoption of new technologies, practices, and ideas in the workplace and community.

CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.08.01. Apply reason and logic to evaluate workplace and community situations from multiple perspectives.

CRP.08.02. Investigate, prioritize and select solutions to solve problems in the workplace and community.

CRP.08.03. Establish plans to solve workplace and community problems and execute them with resiliency.

CRP.09. Model integrity, ethical leadership and effective management.

CRP.09.01. Model characteristics of ethical and effective leaders in the workplace and community (e.g. integrity, self-awareness, self-regulation, etc.).

CRP.09.02. Implement personal management skills to function effectively and efficiently in the workplace (e.g., time management, planning, prioritizing, etc.).

CRP.09.03. Demonstrate behaviors that contribute to a positive morale and culture in the workplace and community (e.g., positively influencing others, effectively communicating, etc.).

CRP.10. Plan education and career path aligned to personal goals.

CRP.10.01. Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.

CRP.10.02. Examine career advancement requirements (e.g., education, certification, training, etc.) and create goals for continuous growth in a chosen career.

CRP.10.03. Develop relationships with and assimilate input and/or advice from experts (e.g., counselors, mentors, etc.) to plan career and personal goals in a chosen career area.

CRP.10.04. Identify, prepare, update and improve the tools and skills necessary to pursue a chosen career path.

CRP.11. Use technology to enhance productivity.

CRP.11.01. Research, select and use new technologies, tools and applications to maximize productivity in the workplace and community.

CRP.11.02. Evaluate personal and organizational risks of technology use and take actions to prevent or minimize risks in the workplace and community.

CRP.01.03. Identify and act upon opportunities for professional and community service at the workplace.

CRP.12. Work productively in teams while using cultural/global competence.

CRP.12.01. Contribute to team-oriented projects and builds consensus to accomplish results using cultural global competence in the workplace and community.

CRP.12.02. Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).

Education, Communication, and Leadership Career Pathway Content Standards

The Education, Communication, and Leadership (ECL) Career Pathway joins together three disciplines that focus on ways to best inform, educate and advance the agricultural industry. Students completing a program of study in this pathway will demonstrate an understanding of effective education, leadership, and strategic communication in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Standards**– These are the standards set forth by the National Council for Agricultural Education for Education, Communication, and Leadership. They define what students should know and be able to do after completing instruction in a program of study focused on applying Education, Communication, and Leadership to AFNR systems.
- **Performance Indicators** – These statements distill each standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related standard at the conclusion of a program of study in this area.

ECL.01. Develop a plan for an educational workshop or lesson - recognizing the breadth of opportunities in agricultural education - that informs, educates and promotes a topic or concept relevant to AFNR.

ECL.01.01. Explore the breadth of opportunities in agricultural education (e.g., using state or national resources, Teach Ag, university program information, professional associations, etc.).

ECL.01.02. Apply fundamental understanding of AFNR and agricultural education - including experiential learning - to the development of a workshop or lesson.

ECL.02. Apply curriculum development and effective instructional techniques to create, teach and evaluate an agricultural education lesson.

ECL.02.01. Develop and deliver a workshop or lesson using a variety of methods and best practices in instruction and facilitation.

ECL.02.02. Evaluate facilitation or presentation strategies that encourage appropriate social interactions, embrace diversity, promote equity and build a positive learning environment that is welcoming to all individuals.

ECL.02.03. Demonstrate impactful leadership as a credible resource for AFNR.

ECL.03. Evaluate the effectiveness of various communication strategies with related methods and platforms used by organizations across AFNR industries.

ECL.03.01. Identify the methods and characteristics of effective verbal, nonverbal, written, and visual communication.

ECL.03.02. Analyze the use of verbal, nonverbal, written, and visual communication platforms in AFNR.

ECL.03.03. Analyze similarities and differences between verbal, nonverbal, written, and visual communication methods.

ECL.04. Develop a written communication plan using various communication methods (e.g. news releases, social media, speaking opportunities, blogs, podcasts, etc.) to convey a message to an intended AFNR audience.

ECL.04.01. Develop a communications plan that includes purpose, target audience, message, medium, and outcome evaluation.

ECL.04.02. Identify, apply and demonstrate communication skills and methods per the communications plan.

ECL.05. Model characteristics of ethical, efficient, and effective leaders in the workplace and community (e.g. integrity, collaboration, self-awareness, self-regulation, etc.).

ECL.05.01. Identify characteristics and behaviors that constitute ethical, efficient, and effective leadership.

Environmental Sustainability Systems Career Pathway Content Standards

The Environmental Service Systems (ESS) Career Pathway encompasses the study of systems, instruments and technology, and sustainable practices used to monitor and minimize the impact of human activity on environmental systems in the supply chain. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of environmental service systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Standards**– These are the standards owned by Advance CTE and used here with permission. The standards defined the scope and guided the development of the updated indicators and sample measurements.
- **Performance Indicators** – These statements distill each standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related standard at the conclusion of a program of study in this area.

ESS.01. Use analytical procedures and instruments to manage environmental service systems.

ESS.01.01. Analyze and interpret laboratory and field samples in environmental sustainability systems.

ESS.01.02. Properly utilize scientific instruments in environmental monitoring situations (e.g., laboratory equipment, environmental monitoring instruments, etc.).

ESS.02. Evaluate the impact of public policies and regulations on environmental service system operations.

ESS.02.01. Interpret and evaluate the impact of laws, agencies, policies, practices, and consumer preferences affecting environmental service systems.

ESS.02.02. Compare and contrast the impact of current trends on regulation of environmental sustainability systems.

ESS.02.03. Examine and summarize the impact of public perceptions and social movements on the regulation of environmental sustainability systems.

ESS.03. Develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology.

ESS.03.01. Apply meteorology principles to environmental sustainability systems.

ESS.03.02. Apply soil science and hydrology principles to environmental sustainability systems.

ESS.03.03. Apply chemistry principles to environmental sustainability systems.

ESS.03.04. Apply microbiology principles to environmental sustainability systems.

ESS.03.05. Apply ecology principles to environmental sustainability systems.

ESS.04. Demonstrate the operation of environmental service systems (e.g., pollution control, water treatment, wastewater treatment, solid waste management and energy conservation).

ESS.04.01. Develop systems of sustainability management for all categories of solid waste in environmental sustainability systems.

ESS.04.02. Sustainably manage solid waste in environmental service systems.

ESS.04.03. Apply techniques to ensure a safe supply of drinking water and adequate treatment of wastewater according to applicable rules and regulations.

ESS.04.04. Compare and contrast the impact of conventional and alternative energy sources on the environment and operation of environmental sustainability systems.

ESS.05. Use tools, equipment, machinery and technology common to tasks in environmental service systems.

ESS.05.01. Use technological and mathematical tools to map land, facilities, and infrastructure for environmental sustainability systems.

ESS.05.02. Perform assessments of environmental conditions using equipment, machinery, and technology.

Food Products and Processing Systems Career Pathway Content Standards

The Food Products and Processing Systems (FPP) Career Pathway encompasses the study of food safety, sanitation, nutrition, biology, microbiology, chemistry, human behavior in local and global food systems, food selection, processing for storage, distribution and consumption, and the historical and current development of the food industry. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application, and management of food products and processing systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Standards**– These are the standards owned by Advance CTE and used here with permission. The standards defined the scope and guided the development of the updated indicators and sample measurements.
- **Performance Indicators** – These statements distill each standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related standard at the conclusion of a program of study in this area.

FPP.01. Develop and implement procedures to ensure safety, sanitation and quality in food products and processing facilities.

FPP.01.01. Distinguish between various food safety programs and management systems in food products and processing facilities.

FPP.01.02. Apply food safety and quality assurance procedures in the harvesting, handling and processing of food products.

FPP.01.03. Apply food safety procedures during storage and distribution to ensure food quality.

FPP.02. Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.

FPP.02.01. Apply principles of nutrition and biology to develop food products that provide a safe, wholesome, and nutritious food supply for local and global food systems.

FPP.02.02. Apply principles of microbiology and chemistry to develop food products to provide a safe, wholesome, and nutritious food supply for local and global food systems.

FPP.02.03. Apply principles of human behavior to develop food products to provide a safe, wholesome, and nutritious food supply for local and global food systems.

FPP.03. Select and process food products for storage, distribution and consumption.

FPP.03.01. Implement selection, evaluation, and inspection techniques to ensure safe and quality food products.

FPP.03.02. Design and apply techniques of food processing, preservation, packaging, and presentation for distribution and consumption of food products.

FPP.03.03. Create food distribution plans and procedures to ensure safe delivery of food products.

FPP.04. Explain the scope of the food industry and the historical and current developments of food products and processing.

FPP.04.01. Examine the scope of the food industry by evaluating local and global policies, trends, and customs for food production.

FPP.04.02. Evaluate the significance and implications of changes and trends in the food products and processing industry in the local and global food systems.

FPP.04.03. Identify the purpose of industry organizations, groups, and regulatory agencies that influence the local and global food systems.

FPP.04.04. Evaluate the effectiveness of current sustainability practices in their role to food products and processing.

Foundational Pathway Skills Content Standards

The Agriculture, Food, and Natural Resources (AFNR) Foundational Pathway Skills (FPS) encompasses the study of essential knowledge and skills related to all AFNR professions. Students completing a program of study in any AFNR career pathway will demonstrate fundamental knowledge of the nature, scope and relationships of AFNR systems and the skills necessary for analysis of current and historical issues and trends; application of technologies; safety, health, and environmental practices; stewardship of natural resources; and exploration of career opportunities.

Within each pathway, the standards are organized as follows:

- **Standards 1-6** – These are the standards owned by Advance CTE and used here with permission. The standards defined the scope and guided the development of the updated indicators and sample measurements.
- **Standards 7-14** – These are the standards set forth by the National Council for Agricultural Education for Foundational Pathway Skills. They define what students should know and be able to do after completing instruction in a program of study focused on applying Foundational Pathway Skills to AFNR systems.
- **Performance Indicators** – These statements distill each standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related standard at the conclusion of a program of study in this area.

FPS.01. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.

FPS.01.01. Research, examine, and discuss issues and trends that impact AFNR systems on local, state, national, and global levels.

FPS.01.02. Examine technologies and analyze their impact on AFNR systems.

FPS.01.03. Identify public policies and examine their impact on AFNR systems.

FPS.02. Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.

FPS.02.01. Research and use geographic and economic data to solve problems in AFNR systems.

FPS.02.02. Examine the impact of AFNR on the local, state, national, and global society and economy.

FPS.03. Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.

FPS.03.01. Identify and explain the implications of required regulations to maintain and improve safety, health, and environmental management systems.

FPS.03.02. Develop and implement a plan to maintain and improve health, safety, and environmental compliance and performance.

FPS.03.03. Apply health and safety practices to AFNR workplaces.

FPS.03.04. Use appropriate protective equipment and demonstrate safe and proper use of AFNR tools and equipment.

FPS.04. Demonstrate stewardship of natural resources in AFNR activities.

FPS.04.01. Identify and implement practices to steward natural resources in different AFNR systems.

FPS.04.02. Assess and explain the natural resource related trends, technologies and policies that impact AFNR systems.

FPS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

FPS.05.01. Evaluate and implement the steps and requirements to pursue a career opportunity in each of the AFNR career pathways (e.g., goals, degrees, certifications, resumes, cover letter, portfolios, interviews, etc.).

FPS.05.02. Examine and choose career opportunities that are matched to personal skills, talents, and career goals in an AFNR pathway of interest.

FPS.06. Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.

FPS.06.01. Examine and explain foundational cycles and systems of AFNR.

FPS.07. Recognize the value of a Supervised Agricultural Experience (SAE) as Work-Based Learning.

FPS.07.01. Evaluate the value of an SAE.

FPS.07.02. Connect SAE involvement to lifelong learning and career skills.

FPS.07.03. Define and summarize the foundational and immersion SAEs and the relationship between the two.

FPS.08. Utilize critical thinking to make sense of problems and persevere in solving them.

FPS.08.01. Explore career opportunities and create a plan to prepare for a chosen career.

FPS.08.02. Develop employability skills needed to be successful in a chosen career field.

FPS.08.03. Engage in personal financial practices that lead to financial independence.

FPS.08.04. Assess the importance of health and safety in the AFNR workplace.

FPS.08.05. Evaluate the nature and role that agriculture plays in society, the environment, and the economy.

- FPS.09.** Recognize the options within and participate in immersive supervised agricultural experiences.
FPS.09.01. Develop AFNR technical knowledge and skills through a personal immersion SAE.
FPS.09.02. Engage in record-keeping practices that promote financial literacy.
- FPS.10.** Analyze the history of the National FFA Organization and how this timeline has allowed the organization to remain relevant.
FPS.10.01. Evaluate the importance of key events within the organization's history.
- FPS.11.** Evaluate the structure and value of agricultural education.
FPS.11.01. Interpret the interaction of the three components of agricultural education.
FPS.11.02. Summarize the importance of classroom instruction within agricultural education.
FPS.11.03. Summarize the importance of the National FFA Organization within agricultural education.
FPS.11.04. Summarize the importance of Supervised Agricultural Experiences (SAE) within agricultural education.
- FPS.12.** Examine the key components providing directional leadership to the National FFA Organization.
FPS.12.01. Identify the importance of the FFA Creed.
FPS.12.02. Identify the importance of the FFA Emblem.
FPS.12.03. Identify the importance of the FFA Mission statement.
FPS.12.04. Identify the importance of a Program of Activities.
- FPS.13.** Analyze the structures and procedures to effectively and professionally run and manage a meeting.
FPS.13.01. Utilize parliamentary resources to solve problems of organizational management and operations.
FPS.13.02. Present a logical, realistic, and convincing debate on motions.
FPS.13.03. Evaluate agendas, minutes, the constitution, bylaws, and other organizational documents.
- FPS.14.** Evaluate opportunities to develop leadership, citizenship, and career skills.
FPS.14.01. Evaluate the importance and value of leadership skills.
FPS.14.02. Evaluate the importance and value of citizenship skills.
FPS.14.03. Evaluate the importance and value of career skills.
FPS.14.04. Connect opportunities in leadership, citizenship, and career skills to student development.

Natural Resource Systems Career Pathway Content Standards

The Natural Resource Systems (NRS) Career Pathway encompasses the study of the management, protection, enhancement and improvement of soil, water, wildlife, forests, and air as natural resources. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application, and management of natural resource systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Standards**– These are the standards owned by Advance CTE and used here with permission. The standards defined the scope and guided the development of the updated indicators and sample measurements.
- **Performance Indicators** – These statements distill each standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related standard at the conclusion of a program of study in this area.

NRS.01. Plan and conduct natural resource management activities that apply logical, reasoned and scientifically based solutions to natural resource issues and goals.

- NRS.01.01.** Examine natural resource availability and ecosystem function in a particular region.
NRS.01.02. Classify different types of natural resources in order to enable protection, conservation, enhancement, and management in a particular geographical region.
NRS.01.03. Apply ecological concepts and principles (e.g., weather, air quality, UV protection, atmospheric pressure, etc.) to the interaction of atmospheric and natural resource systems.
NRS.01.04. Apply ecological concepts and principles to aquatic natural resource systems.
NRS.01.05. Apply ecological concepts and principles to terrestrial natural resource systems.
NRS.01.06. Apply ecological concepts and principles to biotic organisms in natural resource systems.

NRS.02.01. Analyze the interrelationships between natural resources and humans.

NRS.02.01. Examine and interpret the purpose, enforcement, impact, and effectiveness of laws, agencies, and private and public organizations related to natural resource management, protection, enhancement, and improvement (e.g., water regulations, game laws, environmental policy, local, state, and national conservation organizations, agricultural extension service, etc.).

NRS.02.02. Assess the impact of human activities on the availability of natural resources.

NRS.02.03. Analyze how social perceptions of natural resource management, protection, enhancement, and improvement change and develop over time.

NRS.02.04. Examine and explain how economics affects the use of natural resources.

NRS.02.05. Communicate information to the public regarding topics related to the management, protection, enhancement, and improvement of natural resources.

NRS.03. Develop plans to ensure sustainable production and processing of natural resources.

NRS.03.01. Sustainably produce, harvest, process, and use natural resource products (e.g., forest and rangeland products, wildlife, minerals, fossil fuels, shale oil, alternative energy, recreation, aquatic species, etc.).

NRS.03.02. Demonstrate cartographic skills, tools, and technologies to aid in developing, implementing and evaluating natural resource management plans.

NRS.04. Demonstrate responsible management procedures and techniques to protect, maintain, enhance, and improve natural resources.

NRS.04.01. Demonstrate natural resource protection, maintenance, enhancement, and improvement techniques.

NRS.04.02. Diagnose plant and wildlife diseases and follow protocols to prevent their spread.

NRS.04.03. Prevent or manage introduction of ecologically harmful species in a particular region.

NRS.04.04. Manage fires in natural resource systems.

Plant Systems Career Pathway Content Standards

The Plant Systems (PS) Career Pathway encompasses the study of plant life cycles, classifications, functions, plant structures, greenhouse and nursery structures, field conditions, reproduction, media and nutrients, as well as growth and cultural practices through the study of crops, turf grass, trees, shrubs and/or ornamental plants. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of plant systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Standards**– These are the standards owned by Advance CTE and used here with permission. The standards defined the scope and guided the development of the updated indicators and sample measurements.
- **Performance Indicators** – These statements distill each standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related standard at the conclusion of a program of study in this area.

PS.01. Develop and implement a crop management plan for a given production goal that accounts for environmental factors.

PS.01.01. Determine the influence of environmental factors on plant growth.

PS.01.02. Prepare and adjust growing media for use in plant systems.

PS.01.03. Demonstrate planting techniques and create the conditions needed for seed germination.

PS.01.04. Develop and implement a nutrient management and/or fertilizer plan for specific plants or crops.

PS.02. Apply principles of classification, plant anatomy, and plant physiology to plant production and management.

PS.02.01. Classify plants according to taxonomic systems.

PS.02.02. Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems.

PS.02.03. Apply knowledge of plant physiology and energy conversion to plant systems.

PS.03. Propagate, culture and harvest plants and plant products based on current industry standards.

PS.03.01. Demonstrate plant propagation techniques in plant system activities.

- PS.03.02.** Develop and implement a management plan for plant production.
- PS.03.03.** Develop and implement a plan for integrated pest management for plant production.
- PS.03.04.** Apply principles and practices of sustainable agriculture to plant production.
- PS.03.05.** Harvest crops according to industry standards.
- PS.03.06.** Haul and store crops according to industry standards.

PS.04. Apply principles of design in plant systems to enhance an environment (e.g. floral, forest landscape, and farm).

PS.04.01. Evaluate, identify, and prepare plants to enhance an environment.

PS.04.02. Create designs using plants.

Power, Structural, and Technical Systems Career Pathway Content Standards

The Power, Structural and Technical Systems (PST) Career Pathway encompasses the study of agricultural equipment, power systems, sustainable fuel sources and precision technology, as well as woodworking, metalworking, welding, electrification, and project planning for agricultural structures. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of power, structural and technical systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Standards**– These are the standards owned by Advance CTE and used here with permission. The standards defined the scope and guided the development of the updated indicators and sample measurements.
- **Performance Indicators** – These statements distill each standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related standard at the conclusion of a program of study in this area.

PST.01. Apply physical science principles and engineering applications to solve problems and improve performance in AFNR power, structural and technical systems.

PST.01.01. Apply physical science and engineering principles to assess and select energy sources for AFNR power, structural, and technical systems.

PST.01.02. Apply physical science and engineering principles to design, implement and improve safe and efficient mechanical systems in AFNR situations.

PST.01.03. Apply physical science and engineering principles to metal fabrication using a variety of welding and cutting processes and equipment (e.g., SMAW, GMAW, GTAW, Oxy-fuel, CNC, and plasma arc torch, etc.).

PST.02. Operate and maintain AFNR mechanical equipment and power systems.

PST.02.01. Perform preventative maintenance and scheduled service to maintain equipment, machinery, and power units used in AFNR settings.

PST.02.02. Operate machinery and equipment while observing all safety precautions in AFNR settings.

PST.03. Service and repair AFNR mechanical equipment and power systems.

PST.03.01. Troubleshoot, service, and repair components of internal combustion engines using manufacturers' guidelines.

PST.03.02. Service electrical systems and components of mechanical equipment and power systems using a variety of troubleshooting and/or diagnostic methods.

PST.03.03. Utilize manufacturers' guidelines to diagnose and troubleshoot malfunctions in machinery, equipment, and power source systems (e.g., hydraulic, pneumatic, transmission, steering, powertrain, suspension, etc.).

PST.04. Plan, build and maintain AFNR structures.

PST.04.01. Create plans for AFNR structures.

PST.04.02. Determine structural requirements, specifications, customer needs, and estimate costs for AFNR structures.

PST.04.03. Apply best practices and safety guidelines for use of hand and power tools associated with constructing and maintaining AFNR structures.

PST.04.04. Follow architectural and mechanical plans to construct, maintain and/or repair AFNR structures (e.g., material selection, site preparation and/or layout, surveying, electrical, plumbing, concrete/masonry, etc.).

PST.04.05. Apply electrical wiring principles in AFNR structures.

PST.05. Use control, monitoring, geospatial and other technologies in AFNR power, structural, and technical systems.

PST.05.01. Apply current and/or identify emerging technologies (e.g., robotics, CNC, UAS, etc.) to solve problems and increase the efficiency of AFNR systems.

PST.05.02. Prepare and/or use electrical drawings to design, install, and troubleshoot electronic control systems in AFNR settings.

PST.05.03. Apply geospatial principles and technologies to solve problems and increase the efficiency of AFNR systems.

Appendix B: Academic Standards

Mississippi College- and Career-Readiness Standards (MS CCRS) Biology

	Units							
Standards	1	2	3	4	5	6	7	8
BIO.1A.1		X						
BIO.1A.2			X					
BIO.1A.3			X					
BIO.1A.4								
BIO.1B.1			X					
BIO.1B.2								
BIO.1C.1			X					
BIO.1C.2			X					
BIO.1C.3								
BIO.1D.1			X					
BIO.1D.2			X					
BIO.1E.1								
BIO.1E.2								
BIO.1E.3								
BIO.1E.4								
BIO.2.1			X					
BIO.2.2			X					
BIO.2.3			X					
BIO.2.4								
BIO.2.5								
BIO.2.6								
BIO.3A.1								
BIO.3A.2								
BIO.3A.3								
BIO.3B.1								
BIO.3B.2								
BIO.3B.3								
BIO.3B.4								
BIO.3C.1								
BIO.3C.2								
BIO.3C.3								
BIO.3C.4								
BIO.3C.5								

	Units							
Standards	1	2	3	4	5	6	7	8
BIO.4.1			X					
BIO.4.2			X					X
BIO.4.3								
BIO.4.4								X
BIO.4.5								X
BIO.4.6								
BIO.4.7								
BIO.5.1		X						
BIO.5.2			X			X		
BIO.5.3		X						
BIO.5.4			X			X		
BIO.5.5								X
BIO.5.6			X					X
BIO.5.7								X
BIO.5.8								
BIO.5.9								

Cells in a System

BIO.1A Students will demonstrate an understanding of the characteristics of life and biological organization.

BIO.1A.1 Develop criteria to differentiate between living and non-living things.

BIO.1A.2 Describe the tenets of cell theory and the contributions of Schwann, Hooke, Schleiden, and Virchow.

BIO.1A.3 Using specific examples, explain how cells can be organized into complex tissues, organs, and organ systems in multicellular organisms.

BIO.1A.4 Use evidence from current scientific literature to support whether a virus is living or non-living.

BIO.1B Students will analyze the structure and function of the macromolecules that make up cells.

BIO.1B.1 Develop and use models to compare and contrast the structure and function of carbohydrates, lipids, proteins, and nucleic acids (DNA and RNA) in organisms.

BIO.1B.2 Design and conduct an experiment to determine how enzymes react given various environmental conditions (i.e., pH, temperature, and concentration). Analyze, interpret, graph, and present data to explain how those changing conditions affect the enzyme activity and the rate of the reactions that take place in biological organisms.

BIO.1C Students will relate the diversity of organelles to a variety of specialized cellular functions.

BIO.1C.1 Develop and use models to explore how specialized structures within cells (e.g., nucleus, cytoskeleton, endoplasmic reticulum, ribosomes, Golgi apparatus, lysosomes, mitochondria, chloroplast, centrosomes, and vacuoles) interact to carry out the functions necessary for organism survival.

BIO.1C.2 Investigate to compare and contrast prokaryotic cells and eukaryotic cells, and plant, animal, and fungal cells.

BIO.1C.3 Contrast the structure of viruses with that of cells, and explain why viruses must use living cells to reproduce.

BIO.1D Students will describe the structure of the cell membrane and analyze how the structure is related to its primary function of regulating transport in and out of cells to maintain homeostasis.

BIO.1D.1 Plan and conduct investigations to prove that the cell membrane is a semi-permeable, allowing it to maintain homeostasis with its environment through active and passive transport processes.

BIO.1D.2 Develop and use models to explain how the cell deals with imbalances of solute concentration across the cell membrane (i.e., hypertonic, hypotonic, and isotonic conditions, sodium/potassium pump).

BIO.1E Students will develop and use models to explain the role of the cell cycle during growth, development, and maintenance in multicellular organisms.

BIO.1E.1 Construct models to explain how the processes of cell division and cell differentiation produce and maintain complex multicellular organisms.

BIO.1E.2 Identify and describe the changes that occur in a cell during replication. Explore problems that might occur if the cell does not progress through the cycle correctly (cancer).

BIO.1E.3 Relate the processes of cellular reproduction to asexual reproduction in simple organisms (i.e., budding, vegetative propagation, regeneration, binary fission). Explain why the DNA of the daughter cells is the same as the parent cell.

BIO.1E.4 Enrichment: Use an engineering design process to investigate the role of stem cells in regeneration and asexual reproduction, then develop applications of stem cell research to solve human medical conditions.

Energy Transfer

BIO.2 Students will explain that cells transform energy through the processes of photosynthesis and cellular respiration to drive cellular functions.

BIO.2.1 Use models to demonstrate that ATP and ADP are cycled within a cell as a means to transfer energy.

BIO.2.2 Develop models of the major reactants and products of photosynthesis to demonstrate the transformation of light energy into stored chemical energy in cells. Emphasize the chemical processes in which bonds are broken and energy is released, and new bonds are formed and energy is stored.

BIO.2.3 Develop models of the major reactants and products of cellular respiration (aerobic and anaerobic) to demonstrate the transformation of the chemical energy stored in food to the available energy of ATP. Emphasize the chemical processes in which bonds are broken and energy is released, and new bonds are formed and energy is stored.

BIO.2.4 Conduct scientific investigations or computer simulations to compare aerobic and anaerobic cellular respiration in plants and animals, using real world examples.

BIO.2.5 Enrichment: Investigate variables (e.g., nutrient availability, temperature) that affect anaerobic respiration and current real-world applications of fermentation.

BIO.2.6 Enrichment: Use an engineering design process to manipulate factors involved in fermentation to optimize energy production.

Reproduction and Heredity

BIO.3A Students will develop and use models to explain the role of meiosis in the production of haploid gametes required for sexual reproduction.

BIO.3A.1 Model sex cell formation (meiosis) and combination (fertilization) to demonstrate the maintenance of chromosome number through each generation in sexually reproducing populations. Explain why the DNA of the daughter cells is different from the DNA of the parent cell.

BIO.3A.2 Compare and contrast mitosis and meiosis in terms of reproduction.

BIO.3A.3 Investigate chromosomal abnormalities (e.g., Down syndrome, Turner's syndrome, and Klinefelter syndrome) that might arise from errors in meiosis (nondisjunction) and how these abnormalities are identified (karyotypes).

BIO.3B Students will analyze and interpret data collected from probability calculations to explain the variation of expressed traits within a population.

BIO.3B.1 Demonstrate Mendel's law of dominance and segregation using mathematics to predict phenotypic and genotypic ratios by constructing Punnett squares with both homozygous and heterozygous allele pairs.

BIO.3B.2 Illustrate Mendel's law of independent assortment using Punnett squares and/or the product rule of probability to analyze monohybrid crosses.

BIO.3B.3 Investigate traits that follow non-Mendelian inheritance patterns (e.g., incomplete dominance, codominance, multiple alleles in human blood types, and sex-linkage).

BIO.3B.4 Analyze and interpret data (e.g., pedigrees, family, and population studies) regarding Mendelian and complex genetic traits (e.g., sickle-cell anemia, cystic fibrosis, muscular dystrophy, color-blindness, and hemophilia) to determine patterns of inheritance and disease risk.

BIO.3C Students will construct an explanation based on evidence to describe how the structure and nucleotide base sequence of DNA determines the structure of proteins or RNA that carry out essential functions of life.

BIO.3C.1 Develop and use models to explain the relationship between DNA, genes, and chromosomes in coding the instructions for the traits transferred from parent to offspring.

BIO.3C.2 Evaluate the mechanisms of transcription and translation in protein synthesis.

BIO.3C.3 Use models to predict how various changes in the nucleotide sequence (e.g., point mutations, deletions, and additions) will affect the resulting protein product and the subsequent inherited trait.

BIO.3C.4 Research and identify how DNA technology benefits society. Engage in scientific argument from evidence over the ethical issues surrounding the use of DNA technology (e.g., cloning, transgenic organisms, stem cell research, and the Human Genome Project, gel electrophoresis).

BIO.3C.5 Enrichment: Investigate current biotechnological applications in the study of the genome (e.g., transcriptome, proteome, individualized sequencing, and individualized gene therapy).

Adaptations and Evolution

BIO.4 Students will analyze and interpret evidence to explain the unity and diversity of life.

BIO.4.1 Use models to differentiate between organic and chemical evolution, illustrating the steps leading to aerobic heterotrophs and photosynthetic autotrophs.

BIO.4.2 Evaluate empirical evidence of common ancestry and biological evolution, including comparative anatomy (e.g., homologous structures and embryological similarities), fossil record, molecular/biochemical similarities (e.g., gene and protein homology), and biogeographic distribution.

BIO.4.3 Construct cladograms/phylogenetic trees to illustrate relatedness between species.

BIO.4.4 Design models and use simulations to investigate the interaction between changing environments and genetic variation in natural selection leading to adaptations in populations and differential success of populations.

BIO.4.5 Use Darwin's Theory to explain how genetic variation, competition, overproduction, and unequal reproductive success acts as driving forces of natural selection and evolution.

BIO.4.6 Construct explanations for the mechanisms of speciation (e.g., geographic and reproductive isolation).

BIO.4.7 Enrichment: Construct explanations for how various disease agents (bacteria, viruses, chemicals) can influence natural selection.

Interdependence of Organisms and Their Environment

BIO.5 Students will investigate and evaluate the interdependence of living organisms and their environment.

- BIO.5.1** Illustrate levels of ecological hierarchy, including organism, population, community, ecosystem, biome, and biosphere.
- BIO.5.2** Analyze models of the cycling of matter (e.g., carbon, nitrogen, phosphorus, and water) between abiotic and biotic factors in an ecosystem and evaluate the ability of these cycles to maintain the health and sustainability of the ecosystem.
- BIO.5.3** Analyze and interpret quantitative data to construct an explanation for the effects of greenhouse gases on the carbon dioxide cycle and global climate.
- BIO.5.4** Develop and use models to describe the flow of energy and amount of biomass through food chains, food webs, and food pyramids.
- BIO.5.5** Evaluate symbiotic relationships (e.g., mutualism, parasitism, and commensalism) and other co-evolutionary (e.g., predator-prey, cooperation, competition, and mimicry) relationships within specific environments.
- BIO.5.6** Analyze and interpret population data, both density-dependent and density-independent, to define limiting factors. Use graphical representations (growth curves) to illustrate the carrying capacity within ecosystems.
- BIO.5.7** Investigate and evaluate factors involved in primary and secondary ecological succession using local, real-world examples.
- BIO.5.8** Enrichment: Use an engineering design process to create a solution that addresses changing ecological conditions (e.g., climate change, invasive species, loss of biodiversity, human population growth, habitat destruction, biomagnification, or natural phenomena).
- BIO.5.9** Enrichment: Use an engineering design process to investigate and model current technological uses of biomimicry to address solutions to real-world problems.

Appendix C: CTSO Standards

FFA Career and Leadership Development Events Alignment

Environmental and Natural Resources		
Unit	Competency/Objective	CDE/LDE Alignment
Unit 1: Leadership and SAE for All	1. Participate in local, state, and/or national FFA activities that provide opportunities for leadership development and career exploration. 1a. Actively participate in FFA activities.	Entire Event
Unit 2: Introduction to the Agricultural Environment and Application of Ecology	1. Examine the environment and how it is affected by human and agricultural activities. 1a. Define the terms associated with environmental science. 1b. Identify similarities/differences between organisms, population, and community. 1c. Define natural resources and discuss the kinds of natural resources in the environment. 1d. Categorize the factors associated with agricultural and wildlife ecosystems. 1e. Distinguish the roles of living organisms in the environment as a producer, consumer, or decomposer. 3. Identify ecological diversity in local agricultural and wildlife ecosystems. 3a. Explain the importance of environmental stability in the survival of organisms. 3b. Describe how an environmental community is organized and structured. 4. Distinguish between terrestrial and aquatic biomes. 4b. Classify the components of a habitat for wildlife organisms.	Team Activity (Ecosystems) Individual Activities (Objective Written Exam; Identification)
Unit 3: Living Organisms and Ecology	1. Investigate the role of living organisms in the environment. 1b. Differentiate between food chains and food webs. 1d. Illustrate a food web that exists in a local habitat. 2a. Define terms related to population ecology. 2c. Discuss how population and carrying capacity are related. 2e. Identify management practices that are used to help recover endangered populations. 3. Examine principles of ecology as related to environmental quality. 3a. Describe importance of water to living organisms. 3c. Collect microbiological organisms from the air, water, or soil for examination.	Team Activity (Ecosystems) Individual Activities (Identification) Annual Practicums (Data Interpretation)
Unit 4: The Atmosphere and Environmental Quality	2. Use weather and climate information for making decisions about the environment. 2b. Identify tools used for weather measurement. 3b. Compare the classifications of water. 3c. Identify important uses of water. 3d. Identify sources of water. 4. Assess air quality and identify sources of air pollution. 4d. Identify procedures for maintaining and improving air quality. 5. Explain how the weather and climate affect the agricultural environment.	Team Activity (Water) Annual Practicums (Data Interpretation; Water Analysis)

	6. Demonstrate how weather elements are measured and recorded. 6a. Measure atmospheric temperature. 6c. Explain atmospheric pressure and how it is measured using a barometer.	
Unit 5: Soil, Land, and Mapping	1a. Identify factors in soil formation. 1c. Describe the physical properties of soil. 2. Explain how soil and land are classified and mapped. 2a. Identify and describe land-capability classes. 3. Understand the basic principles of land surveying. 3a. Define basic terms and identify equipment associated with land measurement. 3b. Identify the types of maps that are available to manage land use. 4. Assess the impact of agricultural, horticultural, and forestry practices on land and soil. 5d. Discuss the purpose of precision agriculture using global positioning satellite (GPS) and geographical information systems (GIS). 5f. Demonstrate the concepts of GPS systems by determining locations.	Team Activity (Soils) Annual Practicums (Soil Profile; GPS Locations)
Unit 6: Water Quality Management	1. Explain the importance of managing water quality in the environment. 1a. Describe water quality and why it is important 2. Describe the hydrologic cycle and how it is influenced by the environment. 2f. Delineate a watershed on a topographic map. 3. Research and summarize methods used to determine water quality. 3b. Differentiate between point and nonpoint sources of pollution. 4a. Describe and analyze the qualities of potable water.	Team Activity (Water) Annual Practicums (Data Interpretation; Water Analysis)
Unit 7: Forest Management	1b. Identify locally important tree species by common name, type, physical characteristics, and use. 1c. Identify tools used in forestry. 1d. Analyze the growth rate and age of trees by examining the annual rings and accounting for variations in growth rate due to environmental factors. 1e. Demonstrate how to measure the diameter of a tree using various measurement methods. 1f. Demonstrate how to measure the merchantable height of a tree. 2. Discuss the relationship of forestry management to environmental quality. 2a. Identify forestry-management methods. 3. Describe the importance of forests and forest management to our environment and economy. 4. Determine how trees are classified and identified.	Individual Activities (Objective Written Exam; Identification)
Unit 8: Wildlife Management	1a. Discuss the basic needs of wildlife and why those needs are important for survival. 1c. Classify wildlife species based on threats to their continued existence. 2a. Identify the components necessary for an ideal wildlife habitat. 2b. Differentiate management practices used in certain wildlife-management areas.	Individual Activities (Objective Written Exam; Identification)

	3. Explain the basic principles of plant and animal wildlife conservation and preservation, focusing on habitat, hunting regulations, artificial restocking, and game refuges. 6. Identify various wildlife species	
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Forestry		
Unit	Competency/Objective	CDE/LDE Alignment
Unit 1: Leadership and SAE for All	1. Participate in local, state, and/or national FFA activities that provide opportunities for leadership development and career exploration. 1a. Actively participate in FFA activities.	Entire Event
Unit 2: Introduction to the Agricultural Environment and Application of Ecology	2. Identify common equipment used in the agricultural environment workplace	Individual Activities (Tree Measurement — Timber Cruising for Board Volume Practicum; Disorders, Equipment and Products Identification) Rotational Individual Practicums (Compass Practicum)
Unit 5: Soil, Land, and Mapping	3. Understand the basic principles of land surveying. 3a. Define basic terms and identify equipment associated with land measurement. 3c. Interpret a topographic map. 3d. Demonstrate the skill of land measurements using pacing to determine distance. 3f. Identify the parts of a compass. 3g. Use a compass to record Azimuth readings on marked waypoints in an obstacle course.	Rotational Individual Practicums (Compass Practicum; Map Interpretation)
Unit 7: Forest Management	1. Examine the basic principles of forest dendrology and mensuration. 1b. Identify locally important tree species by common name, type, physical characteristics, and use. 1c. Identify tools used in forestry. 4. Determine how trees are classified and identified. 5. Apply silviculture practices to managing trees. 5a. Explore harvesting methods to improve the growing conditions of trees. 5b. Explain methods of reforestation. 5c. Discuss fire influence on forest management. 6. Explain the parts of a management plan for a locally identified stand of trees. 6a. Demonstrate tools used in forestry. 6c. Demonstrate how to measure the diameter of a tree using various measurement methods. 6d. Demonstrate how to measure the merchantable height of a tree. 6e. Discuss why it is important to monitor the age, size, and growth rate of trees. 6f. Determine the board foot volume of a stand of trees. 6g. Determine the cord volume of a stand of trees.	Individual Activities (Tree Identification Practicum; Tree Measurement — Timber Cruising for Board Volume Practicum; Disorders, Equipment and Products Identification) Rotational Individual Practicums (Chainsaw Operation and Maintenance Practicum; Forest Management — Timber Stand Improvements Practicum)